DOCUMENT RESUME

ED 099 815 95 CS 001 536

AUTHOR Palmer, William S., Comp.
TITLE Teaching Reading to Under-Achieving Adults: Part One; A Teacher-Training Institute Report.
INSTITUTION Delaware Univ., Newark. School of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 71
GRANT OEG-0-71-3452(323)
NOTE 131p.; Pages 3-11 deleted due to nonreproducibility of photographs; For Part 2 see CS 001 537

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS Adult Basic Education; Inservice Teacher Education; *Institutes (Training Programs); *Language Experience Approach; Paraprofessional School Personnel; Reading; *Reading Instruction; *Reading Programs; Workshops

ABSTRACT

The objectives of this teacher-training institute were to determine the specific reading and learning needs, characteristics, and problems of underachieving adults; to acquaint inservice adult basic education teachers and paraprofessionals with an eclectic variety of reading, writing, and study techniques that can be used with underachieving adults; to develop, with the assistance of participating teachers and paraprofessionals, resource materials for the integration of occupational activities with the Language Experience Approach to reading instruction; and to provide the experimental adult sample with reading instruction of a corrective, remedial, and developmental nature. The institute consisted of an orientation to the nature of an instructional program for underachieving adults, their needs, abilities, interests, and motivations; and introduction to the psychology and pedagogy of the reading process and the diagnosis of reading disabilities; an exploration of reading materials used in present adult basic education classes; lectures in the use of the Language Experience Approach; observations of specific target groups; demonstrations in the teaching of directed reading activities to adults; seminars and work sessions; practice in and observation of reading techniques; and an evaluation. (WR)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 099815

TEACHING READING TO UNDER-ACHIEVING ADULTS: PART ONE

A Teacher-Training Institute Report

Compiled and Written by Dr. William S. Palmer
College of Education
University of Delaware

for

FEDERAL REGION THREE

Delaware
District of Columbia
Maryland
Pennsylvania
Virginia
West Virginia

July 26 - August 13, 1971

Sponsored by the United States Office of Education

Grant No. OEG-0-71-3452 (323)

CS 001 536

TABLE OF CONTENTS

Acknowledgements i

A Pictorial Review 1

Advisory Board 12

Participants in Institute. 13

Foreword 15

Definitions of Terms 17

Institute Abstract 19

Program. 21

Week One: Abstracts of Speech Presentations 27

Week One: Evaluation. 41

Weeks Two and Three. 45

Experimental Sample. 48

The Language-Experience Approach to Reading:
- An Introduction 49
- A Six-Pronged Method. 52
  - Setting Oral Language Tasks. 52
  - General and Technical Vocabulary 55
  - The Sentence and Paragraph 56
  - Spelling 61
  - Creative Writing 64
  - Reading. 87
- A Conclusion. 90

Weeks Two and Three: Evaluation 91

Follow-Up Activities 95

Bibliography 96

Appendix: Background Information on Participants. 121

ACKNOWLEDGMENTS

Many individuals, groups, and professional organizations contributed to the success of the first Institute for Adult Basic Education conducted in the State of Delaware. The director expresses his thanks to Central Administration Officials at the University of Delaware, who efficiently handled housing facilities, published the program, supplied conference equipment and space, and arranged for bus service to and from Wilmington.

In Wilmington, the staff at the Adult Education Center was most co-operative in assisting in the selection of the experimental adult sample, supplying secretarial assistance, some reading materials, and rooms for large and small group teaching situations.

The State Department of Public Instruction, especially Mr. Gary Houpt in English Education, and Dr. Ruth Laws, former Director of Adult Basic Education in Delaware, are to be acknowledged for lending to the Institute many materials for use by the participants in the planning of daily lesson plans.

Most of all, Peter N. Miller, morning consultant, Jeni Martin, Institute research assistant, and Merrily Ward, Institute secretary, are thanked for their dedication, diligence, and drive in organizing teaching situations, sorting participant-prepared materials, classifying them according to strategies developed during the Institute, and for typing and re-typing memos, materials, and the final report.

W.S.P.

INSTITUTE OBJECTIVES

1) An orientation to the nature of an instructional program for under-achieving adults, their needs, abilities, interests, and motivations.

2) Work sessions for teachers and para-professionals, in order to acquaint them with the psychology and pedagogy of the reading process.

3) Lectures and demonstrations in the use of the Eclectic Language-Experience Approach to reading instruction.

4) Observation of and practice in teaching specific skills to target groups of under-achieving adults.

5) Evaluation and development of recommendations for a continuing research and experimental program.

INSTITUTE PHILOSOPHY: A GENERAL OVERVIEW

The Language-Experience Approach to the teaching of reading provided teachers of adults with a means of bridging the gap between the adult's spoken language, experiences, and the printed word. Reading materials were based on experiences closely related to interests and careers of students in the Adult Basic Education Center, Wilmington, Delaware. Language-work experiences became more meaningful than routine drills of the "shot-gun," commercial variety. In addition, because the activities were personal and meaningful, they provided high motivation for learning. Such an approach helped adults acquire basic sight vocabularies they encounter in their varied career training use. Adults were called upon to dictate and/or to write down their daily experiences as well as their work experiences as they learned to read, becoming increasingly aware of general linguistic and semantic factors of our language, such as sentence structure and the significance of words. Their extended meaning--or semantic capabilities of concept attainment, so necessary for comprehension in reading--thereby increasing their general ability to think critically. The under-achieving adult thus learned to assimilate new ideas and information with his own knowledge, interests and experiences.

BEST COPY AVAILABLE

TEACHING READING TO UNDER-ACHIEVING ADULTS:

A PICTORIAL REVIEW

Dr. William Palmer introduces some members of the Advisory Board: from left to right--Drs. Russell Stauffer, Ruth Laws, LeRoy Allen.

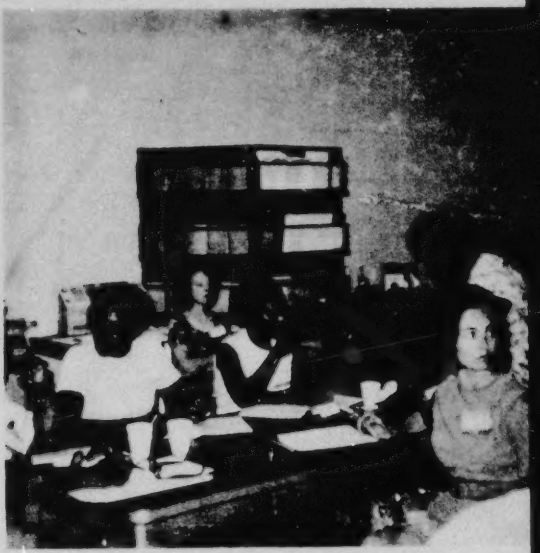
Dr. Russell Stauffer: Keynote Speaker on the Language-Experience Approach to Reading Instruction.

Consultant Rae Burton talks about motivating under-achieving adults.

Dr. Ruth Laws extends Institute participants' knowledge of under-achieving adults and characteristics of their learning style.

 BEST COPY AVAILABLE

THE PARTICIPANTS: GROUP INTERACTION

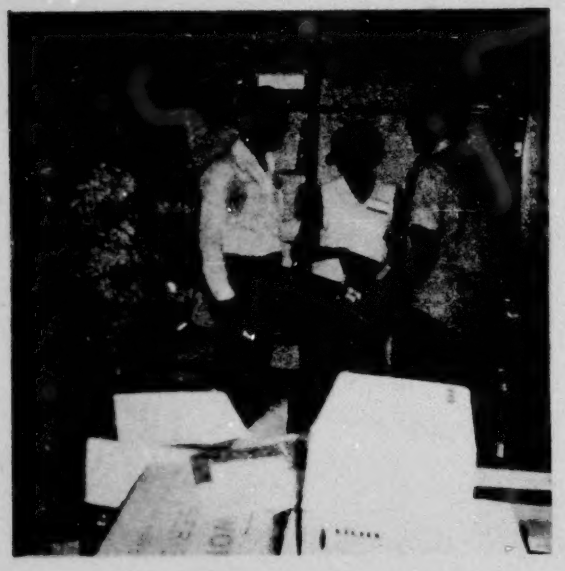


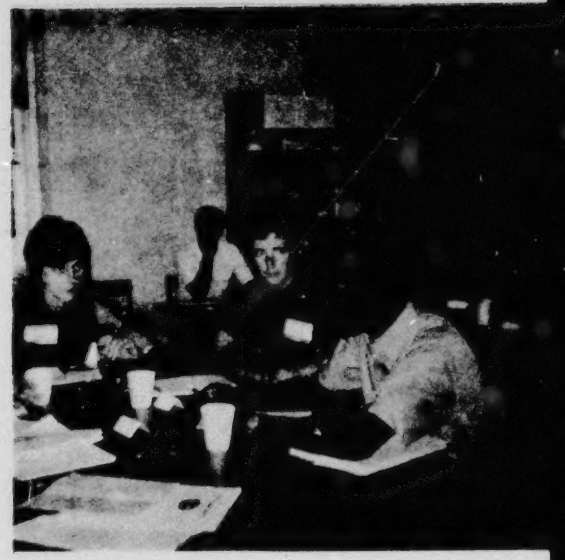
BEST COPY AVAILABLE

PARTICIPANTS SURVEY INSTITUTE MATERIALS

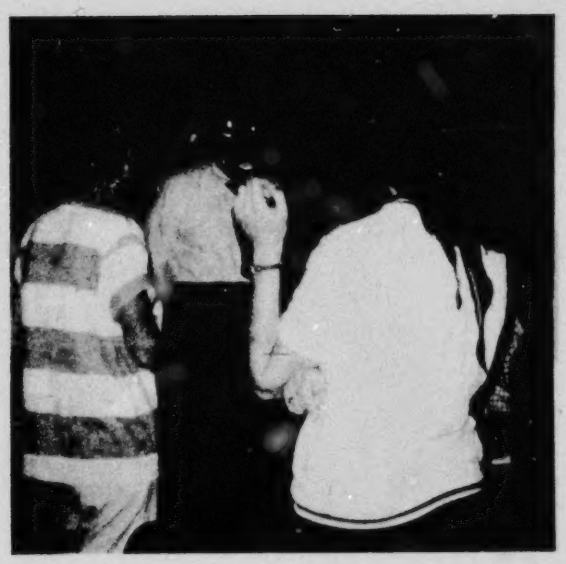
 BEST COPY AVAILABLE

HUMAN ENCOUNTERS: PARTICIPANTS MEET IN INFORMAL SESSIONS





BEST COPY AVAILABLE



BEST COPY AVAILABLE

TRAVELING TO THE ADULT BASIC EDUCATION CENTER,
WILMINGTON, DELAWARE

ORIENTATION SESSION IN WILMINGTON ADULT

BASIC EDUCATION CENTER: SOME INITIAL CONSIDERATIONS

BEST COPY AVAILABLE

TEACHING READING TO UNDER-ACHIEVING ADULTS: ACTIVATING THE LANGUAGE-EXPERIENCE APPROACH IN SMALL GROUP PROCESS

(continued on next page)

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Washington officials, Mr. Robert Marshall and Miss Kathy Hudson, meet with Institute participants to review their teaching activities.

Dr. William Palmer and Consultant Peter Miller listen attentively to an Institute speaker.

Long term goals: Self realization, by reading, writing and reasoning--and creatively, critically, and cognitively.

ADVISORY BOARD

LeRoy B. Allen, Professor of Education, University of Delaware, and Associate Director of Project

Atwood F. Badman, Supervisor of Adult Education, Department of Public Instruction, Dover, Delaware

Thelma M. Cornish, Specialist, Adult Basic Education, State Department of Education, 600 Wyndhurst Avenue, Baltimore, Maryland 21210

E. Hall Downs, Former Superintendent of Schools, Dover, Delaware

Fred W. Eberle, Director, Bureau of Technical, Vocational, and Adult Education, State Department of Education, Charlestown, West Virginia 25305

Gorden H. Fallesen, Supervisor, Adult Education, State Department of Education, Richmond, Virginia 23216

Alfred H. Holt, Chief, Division of Continuing Education, State Department of Education, Harrisburg, Pennsylvania 17126

Ruth M. Laws, former Director of Adult Education, Department of Public Instruction, Dover, Delaware, now Assistant to the President of Delaware Technical Community Colleges for Federal Relations and Continuing Education, Dover, Delaware

Russell G. Stauffer, Director of the Reading Study Center and H. Rodney Sharp Professor of Education, University of Delaware

PARTICIPANTS IN INSTITUTE

ED 559: TEACHING READING TO UNDER-ACHIEVING ADULTS

(also 3 credit Summer Session course,
University of Delaware)

Delaware

Lee C. Akers
134 Southern Blvd.
Wyoming, Delaware 19934

James Barbar
904 Woodcrest Drive, Apt. 3-5
Dover, Delaware 19901

James C. Bordley, Jr.
29 Center Street
Camden-Wyoming, Delaware 19934

Frances F. Evans
507 King Charles Avenue
Rehoboth Beach, Delaware 19971

James A. Evans
705 Claymont Gardens
Claymont, Delaware 19703

Nettye H. Evans
138 Turner Drive
Dover, Delaware 19901

James F. Forrest
2016 Wildwood Drive
Woodland Park
Wilmington, Delaware 19805

David P. Helmers
84 Welsh Tract Road, Apt. 201
Newark, Delaware 19711

Kathleen D. Lenfestey
819 Townsend Blvd.
Dover, Delaware 19901

Karen A. Mellish
424 K Country Drive
Dover, Delaware 19901

Carol E. Moore
61 Lawson Avenue
Claymont, Delaware 19703

Susan E. Quillin
T-17 Forrest Hills
Christiana Road
New Castle, Delaware 19720

Gregory N. Roane
24 Skyline Drive
Carriage Run
New Castle, Delaware 19720

Cora N. Selby
Rt. 2, Box 343
Laurel, Delaware 19956

Arabella H. Stallings
3 Darlington Road
Whitehall
New Castle, Delaware 19720

Lola R. Swiggett
19 N. East Street
Smyrna, Delaware 19977

Larry Wright
1121 Crestover Road
Graylyn Crest
Wilmington, Delaware 19803

District of Columbia

Laura J. Smyth
3801 Macomb Street, N.W.
Washington, D.C. 20016

Maryland

Dora G. Moore
1713 Lansdowne Way
Silver Spring, Md. 20910

Pennsylvania

Elizabeth C. Carter
446 Atlantic Avenue
Lancaster, Pa. 17602

Nelson Glatfelder
742 Oak Boulevard
Ephrata, Pa. 17622

Eugene Madeira
c/o Adult Enrichment Center
S. Ann and 225 Orange Streets
Lancaster, Pa. 19604

Virginia

Phyllis S. Costley
5132 North 22nd Street
Arlington, Virginia 22207

West Virginia

Lewis E. Elliott
559 19th Street
Dunbar, West Virginia 25064

Opie G. Henson
P.O. Box 123
Hurricane, West Virginia 25526

Sharon S. Moore
135 Pine Drive
Poca, West Virginia 25159

See appendix for background information on participants.

FOREWORD

A number of Adult Basic Education teachers, conscious of the need to be more knowledgeable about intelligent reading instruction, see the need for more constructive individual practices and procedures than the "how-to-do-it" global pre-packaged materials and speed machines so frequently used in present programs. Commercial materials alone must not be the sole determining factor of what "reading" is to be taught to under-achieving adults. Instructional efforts in reading should be shaped according to vocational, social, emotional and educational needs in order that the under-achieving adults can see immediate relevance between the instruction he receives and demands of daily living. Thus, major objectives of an ABE Reading Program must be to develop effective and efficient reading skills and to do so in sequences that are not compromised by a "minimum time requirement" of thirty mass-prescribed lessons to be accomplished in thirty sessions by all participants regardless of apparent individual differences.

Frequently, however, the classroom materials and class content used to impart these skills to children are of little value to under-achieving adults. They must understand the relationship between instruction they are receiving and its practical application to functional, daily life. The Language-Experience Approach

to the teaching of reading provides a fresh way of attacking the under-achieving adult's failures and frustrations.

The Language-Experience Approach to the teaching of reading can provide teachers of adults with a means of bridging the gap between the adult's spoken language, experiences, and the printed word. Reading materials based on experiences closely related to interests and careers become more meaningful than routine drills of the "shot-gun," commercial variety. In addition, because the activities are personal and meaningful, they provide high motivation for learning. Such an approach can help adults acquire basic sight vocabularies they will encounter in their varied career training use. And when the under-achieving adult is called upon to dictate and/or to write down his daily experiences as well as his work experiences as he learns to read, he will become increasingly aware of general linguistic and semantic factors of our language, such as sentence structure and the significance of words. He extends meaning--or his semantic capabilities of concept attainment, so necessary for comprehension in reading--and thereby increases his general ability to think critically. The under-achieving adult thus learns to assimilate new ideas and information with his own knowledge, interests and experiences.

William S. Palmer, Ph.D.
Project Director

DEFINITIONS OF TERMS

Under-Achieving Adults

Adults with reading achievement at a six-grade level or lower, who have not had the opportunity to develop effective and efficient reading skills, and who do not, on the other hand, have emotional or psychological problems serious enough to prevent them from achieving a higher level.

Adults who have socio-economic and language handicaps that prevent them from succeeding in regular vocational programs, i.e., low income, poor educational preparation, semi-skilled or unskilled family background, and minority groups isolated from cultural and employment opportunities.

In-Service ABE Teachers

Teachers who have earned a bachelor's degree as well as teaching certification. Preference was shown to those who had teaching experiences and who may have had experiences in ABE programs.

Para-Professionals

Teacher aides and volunteers interested in an opportunity to gain some experience in the teaching of reading to adults--and who assisted in the preparation of materials.

The Language-Experience Approach to Adult Reading Tasks

This eclectic approach correlates reading with the other communication skills by building on language, knowledge and thinking of an adult. The adult shares his experiences both orally and in

writing, thereby indicating the nature and degree of his vocabulary, particularly in reference to his occupational needs. The instructional program, in turn, extends their vocabulary, word-attack skills, syntax and grammar, as well as spelling abilities by assisting the adult to use them by communicating, and to do so on a refining basis--the pace of which is determined by each individual's ability to grow. The creative writing of the adults serves not only for written communication improvement, but also as a source of reading material. Phonics, semantics, and structural analysis become an integral part of both written and oral communication, and also serve a dual purpose.

INSTITUTE ABSTRACT

Title: An Institute to Prepare Personnel and Materials for the Teaching of Reading to Under-Achieving Adults

Submitted by: The Reading Study Center, College of Education, University of Delaware (with the sanction and assistance of the State Department of Education, Dover, Delaware)

Directors of the Institute:

Project Director: Dr. Wm. S. Palmer
Assistant Professor
University of Delaware

Associate Director: Dr. LeRoy Allen
Professor of Education
University of Delaware

Objectives: To determine specific reading and learning needs, characteristics, and problems of under-achieving adults.

To acquaint in-service Adult Basic Education teachers and para-professionals with an eclectic variety of reading, writing, and study techniques that can be used with under-achieving adults.

To develop, with the assistance of participating teachers and para-professionals, resource materials for the integration of occupational activities with the Language-Experience Approach to reading instruction.

To provide the experimental adult sample with reading instruction of a corrective, remedial, and developmental nature.

The Institute consisted of the following nine parts:

1) An orientation to the nature of an instructional program for under-achieving adults, their needs, abilities, interests and motivations.

2) An introduction to the following:

   a) the psychology and pedagogy of the reading process

   b) the diagnosis of reading disabilities.

3) An exploration of reading materials used in present Adult Basic Education programs.

4) Lectures in the use of the Eclectic Language-Experience Approach to reading instruction.

5) Observation of specific target groups of under-achieving adults.

6) Demonstrations in the teaching of Directed Reading-Thinking Activities to under-achieving adults.

7) Seminars and work sessions:

   a) to discuss the Language-Experience Approach to the teaching of reading

   b) to plan instructional strategies for the teaching of reading to specific target groups

   c) to prepare materials that will help integrate occupational activities with the testing of reading.

8) Practice in and observation of reading techniques that have been discussed and demonstrated.

9) An evaluation.

Time Schedule: July 26 - August 13, 1971

Budget: Total Cost--$27,000

PROGRAM

WEEK 1: ORIENTATION SESSIONS

Monday, July 26, 1971

Morning:

9:00 "Introduction: The Program and Its Pursuits"
Dr. William S. Palmer, Institute Director and Assistant Professor of Education, University of Delaware

"The Language-Experience Approach to the Teaching of Reading"
Dr. Russell G. Stauffer, H. Rodney Sharp Professor of Education and Director of the Reading Study Center, University of Delaware

10:15 Coffee Break

10:30 Panel: The Delcastle Vocational-Technical School Reading Program
Chairman: Dr. Russell G. Stauffer, Director of the Project
Teachers in the Project: Dr. Ann Houseman, Dr. William Palmer, Mrs. Marion Stauffer, Mr. Gary Jones

12:00 Luncheon

Afternoon:

1:00 "Meeting Social Cultural Needs in Adult Basic Education Programs"
Dr. LeRoy B. Allen, Assistant Director of Institute and Professor of Education, University of Delaware

"Some Characteristics of Learners in Adult Basic Education Programs"
Dr. Ruth Laws, Assistant to the President of Delaware Technical Community Colleges for Federal Relations and Continuing Education

3:00 Coffee Break

3:15 "Reading-Resources and Materials for ABE Programs"
Raymond Ast, Director, Montclair National American Media for Adult Education Resource Center, Montclair State College, Upper Montclair, New Jersey

4:00 Adjournment

Tuesday, July 27, 1971

Morning:

9:00 "Constructing an Informal Reading Inventory for Use in Adult Basic Education Programs"
Mrs. Peggy Jones, Reading Study Center, University of Delaware

"Reading Rehabilitation: Some Diagnostic and Instructional Procedures"
Mrs. Carol Dixon, Reading Study Center, University of Delaware

10:15 Coffee Break

10:30 General Group Session I
"The Under-Achieving Adult, His Needs, Abilities, Interests, and Motivations"
Group Leaders: Peter N. Miller, Carol Dixon, Gary Jones, William Palmer

12:00 Luncheon

Afternoon:

1:00 "Adult Education in New Castle County Vocational-Technical School District"
Mr. Russell R. Toro, Apprentice-Training Supervisor, New Castle County Vocational-Technical School District, Wilmington, Delaware

"An Exploration of the Motivating Factors Which Affect the Learning Process of Learners in ABE Programs"
Mrs. Rae Burton, Guidance Counselor, Delcastle Vocational-Technical School

"Relating Reading to Occupational Needs"
E. Hall Downes, Dover, Delaware

3:30 Coffee Break

3:15 General Group Session II
"Some Objectives for Teaching Reading to Under-Achieving Adults"
Group Leaders: Peter N. Miller, Dr. Ruth Laws, Gary Jones, Dr. LeRoy Allen

4:00 Adjournment

Wednesday, July 28, 1971

Morning:

9:00 "Teaching Strategies for Career-Oriented Students"
Mr. Gary Houpt, State English Supervisor, Department of Public Instruction, Dover, Delaware

"Some Reading Characteristics of In-Mates at Delaware Corrective Center"
Ray Hancock, Reading Teacher, Delaware Corrective Center, Smyrna, Delaware

10:15 Coffee Break

10:30 Explanantion in More Detail of Afternoon's Proceedings

12:00 Luncheon

Afternoon:

1:00 Small Group Meetings:

Discussion of questionnnaire sent to each participant during early summer months.

Listing of programs teaching strategies and suggesting some new possibilities.

Viewing of reading materials previously used by participants in various ABE programs.

Displaying of units in reading developed before workshop by various participants.

3:00 Coffee Break

3:15 Large Group Meeting
Presentation of each group's summation to questionnaire

4:00 Adjournment

Thursday, July 29, 1971

Morning:

9:00 "Overview: Wilmington Center for Adult Basic Education"
J. B. Elzy, Director of Community School Program, Wilmington, Delaware

Target Group: Presentation of Case Studies
Mary Wright and Nancy Richardson

10:15 Coffee Break

10:30 Discussion and Dissemination of Teaching Materials

12:00 Luncheon

Afternoon:

1:00 Field Trip
Brown Building, 14th and Market Streets, Wilmington Delaware
1) Wilmington Center for Adult Basic Education
2) Delaware Adolescent Program
3) Manpower Developmental Training Center

Friday, July 30, 1971

Morning:

9:00 Preparation of Introductory Teaching Strategies and Materials to be Used With Target Population

10:15 Coffee Break

10:30 Joint College of Education and State Department of Education Staff Meeting with Institute

Review of Institute Objectives

12:00 Luncheon

Afternoon

1:00 Film: "Learning for Life"

3:00 Social Hour

4:00 Adjournment

WEEK 2 AND 3: PREPARATION OF PERSONNEL AND MATERIALS FOR THE TEACHING OF READING TO STUDENTS IN WILMINGTON CENTER FOR ADULT BASIC EDUCATION, 14TH AND MARKET STREETS, WILMINGTON, DELAWARE

9:00 - 12:00

In morning sessions, teachers met with their assigned students. Adult learners, if without a career in mind, were introduced to the range of occupations available to them. More specifically, they were taught to evaluate the requirements of specific jobs of interest to them, and they were guided in selecting an occupational area for investigation and study.

Institute teachers then plotted reading-experience, strategies and prepared and selected reading materials that were of an occupational interest and need to the adult learner. Some materials were vocationally-orientated language-experience productions, while some teachers selected published materials of a professional quality. Teachers practiced the corrective techniques that were discussed and demonstrated during the first week of the workshop. In addition, they observed each other in practice.

1:00 - 4:00

Time was set aside each afternoon for the preparation of lessons and materials for subsequent classes. When possible, units in teaching reading as it relates to an occupational area of interest were develped during the Institute.

From three o'clock to four o'clock each afternoon, there were group discussions of each morning's activities, with further explanations of and suggestions for job analyses and attempts to use language-experience strategies in reading activities.

Thursday, August 12, 1971

Presentation of units developed by each teacher during the Institute, with individual case-studies summarized.

Evening:

6:00 -8:30 Banquet
Howard Johnson's Motor Lodge

Friday, August 13, 1971

The last day of the Institute was devoted to summarization and evaluation. Attitude inventories were given to both adults and teachers. In addition, all participants were asked to write additional responses, assessing the Institute in reference to their own previous experiences in ABE programs.

WEEK ONE: ORIENTATION SESSIONS

ABSTRACTS OF SPEECH PRESENTATIONS

Dr. William S. Palmer, Institute Director (15 minutes)
"Introduction: The Program and Its Pursuits"

Reviewed Institute program, the Institutes' pursuits (the objectives listed on page 8), and introduced the following people:

The Institute secretary: Mrs. Merrily Ward
Four Teacher Corp Interns*: Nancy Richardson, Mary Wright, Joan Bleakly, Jim Schoeninger
Institute Floor runner: Thomas Gaul
Institute Photographer: Phyllis Davis
Institute consultants: Peter Miller (morning), E. Hall Downes (afternoon), Dr. Ruth M. Laws (general)
Associate Institute Director: Dr. LeRoy Allen
Keynote Speaker: Dr. Russell G. Stauffer

Dr. Russell G. Stauffer (60 minutes)
"The Language-Experience Approach to Reading Instruction"

Noted that students operate on a language, experience, knowledge facility background. Suggested that if children can function this way adults can be equally successful. Showed slides illustrating the following: Initial reading discovery and language facility in young children, and the phonological strength in adult vocabulary, but with emphasis placed on possible need for phonic analysis and semantic considerations in teaching reading to under-achieving adults. Suggested the following activities:

Dictated experience stories
Work-word illustrations
Writing about work experiences
Pictures to generate further ideas and language usage
Reading back of written experiences, underlining those words that students do know
Compiling of word banks
The use of the Cloze technique

*Interns supervised the use and development of materials and conducted the case-study interviews.

Alphabetizing of word banks
Functional understanding of alphabet and dictionary skills
Use of newspapers and magazines for reading materials of interest
Creative writing where students use their own writing, spelling, ideas and organizational patterns
Vowel keys, for use in both reading and writing
Group process where students can help one another
The use of appropriate language--precise terminology or accurate nomenclature with adults.

Reviewed six summer OEO Workshops emphasizing:

1. Questions to consider in vocational area of interests
2. Field trips to places of business
3. Results of study: the development of booklets in work area of interest, such as "Why Beauty Culture?"
4. Possibilities of problem solving activites: the why, what, who and when.
5. Examples of dictated-adult samples
6. The improvement of language development in young adults
7. Examination of Vocational-Technical Booklet
8. Distribution of paper: "Theoretical Rationale of the Language-Experience Approach," by Russell G. Stauffer, read at the IRA Convention, April 19, 1971.

Delcastle Vocational-Technical School Reading Program: A Panel
Dr. Russell G. Stauffer, Director of the Program and Panel Chairman (10 minutes)

Described background of the ten week program, conducted for incoming tenth grade students at the school, to see how this program would compare with previous programs mentioned in chairman's keynote address. Mentioned that each panel member would take one aspect of the Program to present to the Institute. Introduced panel members: Dr. Ann Houseman, Mrs. Marion Stauffer, Mr Gary Jones and Dr. William S. Palmer

Dr. Ann Houseman (10 minutes)

Described oral demonstrations class members did as part of the instructional procedure in the experimental reading program. Stated purposes of instruction: (1) to develop word attack skills, vocabulary, spelling, and writing ability, (2) to

demonstrate how to set purposes for reading and vary rate of reading according to purposes set, (3) to increase comprehension (understanding and retention) and use judgment when reading, (4) to sharpen study skills so that technical materials and textbooks might be used with greater facility.

Described the preparation of student-made materials, within demonstration tasks pertinent to students' vocational area of interests. Demonstrated a particular skill to the class, and in doing so reviewed the sequence of steps used to introduce content and explained the names of some tools and the materials of some trades.

Mrs. Marion Stauffer (20 minutes)

Implemented vocabulary, concept development, spelling and study skills in vocational areas of interest. Developed activities for group and whole class interaction. Introduced general objectives:

1) Each person improved reading, writing, speaking, and listening skills for functional purposes
2) Independence
3) Motivation for students' independent reading of texts and trade journals.

Developed own lists of vocabulary words with each student. Illustrated the teaching of vocabulary and spelling:

Teacher selected words
Write words on board
Students bring in words
Students put words on board
Teacher asks for pronunciation
Teacher inquires as to the reason for student-pronunciation
Teacher syllabifies words into components
Teacher builds up rules for syllabification
Teacher explains dictionary words in a functional way
Teacher discusses roots, prefixes, and suffixes
Teacher leads class in group discussion as to possible word meanings, checking dictionary when necessary
Teacher aids students in transfer of use of words to new contexts
Students meet words in context
Student read sentences in paragraphs for further clues

Students develop word consciousness and own technical word lists (about ten words per list)
Students use test-study-test method
Students and teacher develop own worksheets
Students and teacher explain use of technical words to become more self directive in learning
Teacher and students interrelate skills with content
Students increase technical knowledge as well as ability to handle new words, and in a more meaningful manner

Gary Jones (15 minutes)

Explained how students could learn to read through student-written advertisements. Explained why advertisements should be used:

They can be a job-seeking stimulus
They are short in length, thus students can get immediate feedback
They have a wide range of socio-economic class appeal
They are readily available
They are comprised of a wide variety of topics and meet a wide variety of interests

Distributed ads, explained format, suggesting Institute participants keep the following questions in mind:

1. What is being sold?
2. To whom?
3. What would appeal to the buyer?
4. What kind of buyer would be interested in product?

Stressed that ads contain an eye catching message in short form; and that students, when writing their own ads, must express their ideas similarly--short and to the point. Explained the potential use of the game "Twenty Questions." Suggested that such an activity requires students to see the importance of asking a good question. Discussed format of student-written advertisement.

Dr. William Palmer (15 minutes)

Re-emphasized language potential young adults bring to learning experiences. Discussed creative writing tasks. Explained the use of Osgoods Semantic Scale in getting at indi-

vidual and group meaning. Illustrated the range of meanings students brought with them in an oral discussion of the poem "Richard Cory." Listed problems in determining meaning beyond the literal level. Related poem to job-setting tasks, noting two type of questions asked:

1. Are you a Richard Cory when you apply for a job? Explain your answer.
2. You are about to open your shop on Main Street, U.S.A, in the future. One day, a man walks into the shop and you immediately are reminded of the poem "Richard Cory." Why?

Displayed examples of students written compositions. Used the short story "Sixteen" for an "affective" reading experience with follow-up questions related to future work. Concluded that teachers must work something like the scientist looking for hidden likenesses in language and life to fuse together.

Dr. LeRoy B. Allen (35 minutes)
"Meeting Social-Cultural Needs in Adult Basic Education Programs"

Stressed the necessity of knowing the culture of the learner in order that teaching can be effective. Emphasized a theory of culture, or the culture concept. Noted that the theory represents the first time teachers from middle-class backgrounds have been cautioned to be guided in their teaching by the social-cultural characteristics of sub-groups or sub-cultures. Re-emphasized the necessity that social-cultural values of the sub-culture be understood and appreciated for the vital part they play in the lives of certain adults. Identified some of the social cultural needs of under-achieving adults: Social skills, acceptance and approval.

Dr. Ruth Laws (20 minutes)
"Some Characteristics of Learners in Adult Basic Education Programs"

Quoted Prescott as classifying learning needs as: (1) physical needs, such as food, clothing, shelter, activity and the like, (2) social needs, such as the need for affection, belonging status or respect from a social group, and (3) integrative needs--to relate one's self to something larger and beyond one's self--the need for a philosophy of life. Explained and illustrated

the needs and theory behind Prescott's classification, applying it to the goals of Adult Basic Education. Concluded that it is significant to note the way teachers in ABE programs work in meeting the student's emotional needs, if teachers are to make a definite contribution to adult literacy as well as personality development and success in the family.

Raymond Ast (35 minutes)
"Reading Resources and Materials for ABE Programs"

Noted that teachers are unwise to use materials simply because they are available. Stressed the necessity to carefully select and implement appropriate instructional materials as a vehicle for learning. Emphasized that students in ABE programs are first adults, and secondly students--with families, vocational interests, adult responsibilities, and homes--adults with innumerable life experiences. Stated that a student's lack of ability with the printed page does not deny them the considerable amount of life knowledge and interests they have as adults surviving in society.

Reminded participants that publications integrating adult context with basic skill instruction are now more common. Noted that successful use of materials in ABE programs involves a conscious effort by the teacher to know, innovate, create, integrate, and synthesize a variety of materials.

Reviewed some published materials, used in such functional programs as Job Corps, Manpower Centers, 309 Centers and others. Reminded participants that a multi-media approach in adult basic education is a rapidly developing field. Explained the purposes and organization of the National Multi-media Center Project, and listed the variety of instructional materials abstracted by the Project.

Mentioned some practical materials available, and suggested further sources for ABE teacher growth.

Mrs. Margaret Jones (40 minutes)
"Constructing an Informal Reading Inventory for Use in Adult Basic Education Programs"

Stated that good teaching depends on understanding those to be taught.

Stressed that an Informal Reading Inventory yields:

1. students' present level of reading achievement
2. students' present capacity for reading achievement
3. students' specific strengths and weaknesses in reading.

Compared an IRI to a standarized reading test:

1. IRI rates what individual can do in terms of the ideal or perfect performance
2. standardized test measures individual's achievement as compared to that of other people.

Suggested that teachers, when measuring achievement, look at the competancies they want the student to acquire.

Ouestioned why one should test, listing the following reasons:

1. may discover cause of problem
2. describe nature and extent of problem
3. plan a course of action
4. measure progress.

Introduced the following procedure:

1. word recognition (decoding)
2. comprehension (understanding and thinking)

Described construction of a word recognition test, but suggested that participants purchase one suggested in bibliography.

Noted additional information gleaned from a word recognition test:

1. measures sight vocabulary
2. appraises word attack technique
3. delineates point at which sight vocabulary drops off
4. analysis of individual errors.

Defined an Informal Reading Inventory.

Because IRI's written for children are inappropriate for adults, teachers should construct their own. Suggested the following steps for participants to follow in constructing and administering their own IRI:

1. Reading selections need to be tailored to the:
   a. age of student
   b. interests of student
   c. material in which student will be instructed.

2. Make selections from such books as the Driver's Manual, Reader's Digest skill books, Scholastic's Action Books or others comparable to those listed in bibliography.

3. Evaluate the readability level of each selection, using Fry's technique:
   a. select two passages, one to be read orally and one silently, at each grade level. (IRI's typically go from primer to 9th level.)
   b. Construct 10 comprehension questions to accompany each reading selection. Questions must be dependent on the material read. Questions should consist of:
      1. four factual questions
      2. four inferential questions
      3. two vocabulary questions

4. To administer an IRI:
   a. starting level--one level below that at which he experienced difficulty on word recognition test (75%)
   b. steps (the same at each level until frustrated by difficulty, i.e., comprehension about 50%--words, less than 90%--recognition):
      1. Student sets purposes for oral reading
      2. Student reads aloud to see if his hypothesis is correct
      3. Student answers questions orally
      4. Student sets purposes for silent reading
      5. Student reads silently
      6. Student orally answers questions on silent reading
      7. Student rereads to find lines which answer an additional question.

5. After frustration level is reached, examiner reads aloud next levels and student answers questions. The level at which student listens and then responds to 75% of the questions in equivalent language is called the hearing capacity.

Emphasized that the following can be learned from an IRI:

1. functional reading levels
2. vocabulary
3. verbal facility
4. divergent thinking
5. willingness to risk
6. motivation
7. interests
8. use of context
9. word recognition (kinds of errors)
10. quality of oral reading
11. improvement of oral reading
12. evidence of tension
13. observable signs of difficulty (not exhaustive)
14. student also learns of his strengths and weaknesses

Cautioned participants as to the limitations of the IRI--subjective test is as good as the examiner.

Criteria of levels:
1. Independent
2. Instructional
3. Frustrational
4. Hearing Capacity

Demonstrated use of a summary sheet--to see pattern of scores and make judgments as to level.

Concluded that an IRI is a structured observation of a students' actual reading performance. "This reading performance is evaluated not against a standard of what others can do, but rather against the standard of perfection. It tells how well a particular student can function in a given book. Because of the subjective nature of the test the observations depend on the skill and insightfulness of the examiner. A carefully constructed IRI, with material of interest to the student, with levels determined by a readability formula, with questions designed to depend on the reading material, can be a powerful diagnostic tool."

Mrs. Carol Dixon (45 minutes)
"Reading Rehabilitation: Some Diagnostic and Instructional Procedures"

Suggested that diagnostic reading tests can be divided into two basic types: silent reading test and oral reading test. Considered the IRI as belonging to the latter group. Acknowledged

that commercial tests have the same disadvantages for use with adults as silent reading tests: primarily, they are aimed at a lower interest level and are not specific to the proposed instructional materials.

Made discussion relevant both to specifically prepared IRI's and commerically available oral reading tests. Explained in detail scoring procedures for informal measures, and emphasized information such tests yield:

1. word analysis skills
2. comprehension skills
3. subjective observations

Suggested that the diagnostic summary may serve another useful purpose: it can aid adults in seeing exactly where their strengths and weaknesses lie, and the diagnostic sheet may provide a means of structuring a discussion of the under-achieving adults' needs.

Explained a final diagnostic technique: a sample lesson.

Concluded that an oral reading test, a diagnostic spelling test, and a sample lesson--when applied to their fullest potential, provide an efficient and informative diagnostic scheme.

Mr. Russell R. Toro (45 minutes)
"Adult Education in New Castle County Vocational-Technical School District"

Outlined the background and philosophy of the District's Adult division, suggesting improvements in the following categories: apprenticeship, vocational areas, educational advancement courses, and contractual considerations. Noted the challenge of a trade-training program: to bring the ABE learner to the point where he can enter such a world of work. Concluded that an adult basic education out of necessity should supplement vocational training, with observation of the coordination of the ABE program with such programs as Manpower Training.

Mrs. Rae Burton (45 minutes)
"Motivating Factors Affecting the Learning Process of the Vocational-Technical High School Student"

Emphasized that the learning process in ABE centers be

tailored to meet the requirement of the under-achieving adult. Noted that such adults tend to enjoy "shop work" but that the motivation problem often is in academic subjects where many such adults may have failed repeatedly. Suggested some personal motivational techniques:

1. foster self-confidence
2. keep interests uppermost in mind
3. use a variety of activities and sources

Suggested in addition the following formal procedures:

1. The student should be given a part in determining what he should learn.
2. The student's interests, ability, and vocational goals should be a basis for planning and teaching.
3. Teaching should begin with what the student knows and proceed to what he doesn't know. It is important that the student understand the initial concept before being led on to learn new ones.
4. Teaching should be action oriented; classrooms should hum with activities--not with half-asleep students. Learning should be exciting and fun.
5. Tasks should be set forth and defined clearly, concisely, and sequentially. This clarity should enable the student to achieve more readily so that he does not experience repeated failure.
6. The student should be given the opportunity to become involved in a work task and see it to completion.
7. Grades should be used as rewards or reinforcement--not punishment.
8. Solving problems, making decisions, weighing consequences, all serve to promote suspense and interest in learning.
9. There should be a closer relationship between vocational and academic subjects. The academic subjects should help prepare the student to investigate, clarify, discover, and articulate (orally or in writing) all factors concerning his career. The vocational subject should give him the opportunity to utilize the theory.
10. Traditional college preparatory subject matter and methods should be avoided and fresh up-to-date vocational materials should be used.
11. A variety of media should be used--visual and sound (tape recorders, movies, overhead projectors, slides, trade magazines, newspapers, radio, television).
12. The vocational student, more times than not, dislikes

reading. Therefore, literature used should be short, be about subjects in which he is interested--love, boy-girl relationships, adventure, excitement, drugs, trade magazines, teenagers in general.

13. As much as possible, peer group interaction in the classrooms should be allowed and encouraged. The teacher should do less verbalizing, more listening and synthesizing.
14. Learning should have a fulfillment and satisfaction for the student. It should help improve his self-image.

Concluded that despite all personal and social problems in ABE programs, there are many positive factors:

1. most under-achieving adults enjoy work in trade areas
2. may have a vocation already in mind
3. the homogeneous character of such programs offer educators an opportunity to develop specialized teaching, in contrast to comprehensive programs that includes students with a wider range of sociological backgrounds and career goals.

Mr. E. Hall Downes (60 minutes)
"Problem-Solving as a Basis for Involvement in Reading Instruction"

Presented problems in teaching under-achieving adults as they relate to reading, occupations, communications, getting a job, and social living.

Included the causes and propsed solutions to some participants--centered problems in ABE programs. Prepared a booklet with participants on "Suggestions for the Preparation and Training of Staff for ABE Centers." Distributed a step-by-step procedures for leading group reading-thinking activities.

Mr. Gary L. Houpt (30 minutes)
"Teaching Strategies for Career-Orientated Students"

Described his work in a "Careers English Workshop," held during the week of June 21-25, 1971. Outlined the schedule and objectives of the workshop. Emphasized the evidence that can be seen in the accomplishment of the Careers English workshop as well as the many interested teachers and administrators throughout the country.

Dr. Ray J. Hancock (40 minutes)
"Some Reading Characteristics of In-Mates at Delaware Correctional Center"

Described the physical lay-out of Delaware Correctional Center at Smyrna as well as its educational program. Outlined his work as remedial reading teacher, mentioning methods and materials he has used and will continue to use. Presented eight case-studies of in-mates, mentioning the variety of reading needs for each one. Concluded with the following observations:

1. As a whole, the inmates are young men. They want to read about things that interest young people today.
2. A large portion of our population is black. They enjoy reading material with which they can identify.
3. A good number of our population have poor self images and personal problems which prevent them from wanting to learn how to read. We have to provide these in-mates with therapy to help them overcome these feelings. Some of this help is going to have to come from the teachers.
4. Some in-mates have feelings of despair because they face long sentences. This also prevents them from wanting to learn. Sentence length and the conditions under which these long sentences are served have to be tied in with evidence of real progress toward rehabilitation--at least more than is now being done.
5. The linguistic approach used along with other materials seems to be beneficial at the beginning levels.
6. There haven't been any really difficult cases involving word perception, at least not to date. The in-mates have been able to learn even the ones who appear to be very slow.
7. In-mates have special reading interests--sometimes quite strange--which should be satisfied. Reading can be good therapy.
8. Some of the good readers have specialized patterns of needs.
9. The instructional materials have to have content validity in the minds of the in-mates.
10. The in-mates appear to like to stick to one series of reading materials rather than skip around for the sake of variety.
11. School at the Center shouldn't become the dumping grounds for misfits. Changes in work assignments are now being made to prevent this in the future and to encourage school attendance.

12. The daily newspaper is a valuable reading material. The in-mates are hungry for the news from the outside.
13. Rather than being concerned simply with the total score on the WAIS or other tests, look for learning ability patterns and strengths.
14. Most in-mates are very sensitive about their level of achievement and progress, even the real "tough guys."
15. Good motivation as evidenced by good attendance and attention can work wonders.

Mr. J. B. Elzy (20 minutes)
"Overview of Wilmington Manpower Training Skill Center"

Presented a brief history of the Brown Technical School, describing the Skills Center, composed of Delaware Adolescent Programs and the Manpower Developmental Training Program, mentioning in addition the types of classes being taught at the Centers. Described in detail the Adult Basic Education Center, its long and short range objectives. Considered Project Education, Skills and Occupation, housed on the second floor of Brown Building. Concluded with a description of the interdepartmental meetings--an attempt to work together to make the skills center an ideal and progressive center.

Miss Richardson, Miss Wright and Mrs. Bleakley (40 minutes)
"Presentation of Case Studies"

Specified certain personality and learning characteristics of the Adult Experimental Population at the Wilmington ABE Center. Listed the following information for Institute participants: subject's name, address, telephone number, birthdate, birth place, family status, age of children, place of employment, occupation, income, last grade of school completed, location and address of school, reason for leaving school, purpose of continuing education, source of reference to the Wilmington ABE Center, language spoken, racial characteristics, date entered Wilmington ABE Center, name of interviewer and additional information.

AN EVALUATION OF THE INSTITUTE:
TEACHING READING TO UNDER-ACHIEVING ADULTS

Week One
July 26 - July 30

(Scores based on results indicated by the 25 participants)

1. The institute format was:

A 1 Extremely general
B 1 Quite general
C 22 Balanced
D 1 Quite restrictive
E ___ Extremely restrictive

2. Time in the institute was used:

A 6 Extremely effectively
B 18 Quite effectively
C 1 Somewhat effectively
D ___ Not too effectively
E ___ Not effectively

3. What has been the extent of participant involvement in institute activities?

A 12 Great amount
B 10 Quite a bit
C 2 Some
D 1 Very little
E ___ None

4. To what extent were institute goals achieved?

A 9 Extremely well
B 15 Quite well
C 1 To some extent
D ___ Only a little
E ___ Not at all

5. The goals or purposes of the Institute seem to have been developed by:

A___Participants
B 15 Participants and director
C___Director alone
D 10 Institute advisory committee
E___Others
(Many participants noted that this question was not clear.)

6. The stated goals or purposes encompassed the expressed goals of the Institute participants:

A 11 Very adequately
B 9 Quite adequately
C 5 Somewhat adequately
D___Not too adequately
E___Not adequately at all

7. The institute content was:

A___Extremely vague
B___Quite vague
C 16 Lucid and clear
D 5 Not too vague
E 4 Not vague at all

8. The "Language-Experience" Approach to reading is _____ to implement as a teaching strategy.

A___Extremely difficult
B 2 Quite difficult
C 6 Somewhat difficult
D 7 Not too difficult
E 10 Not difficult at all

9. To what extent do you understand the "Language-Experience" Approach?

A 9 Extremely clearly
B 12 Quite clearly
C 4 Somewhat clearly
D___Not too clearly
E___Not clearly at all

10. Work sessions were:

A 3 Very highly structured
B 9 Quite highly structured
C 8 Somewhat highly structured
D 5 Not too highly structured
E ___ Not structured at all

11. Generally speaking, work sessions were:

A 7 Very productive
B 16 Quite productive
C 2 Somewhat productive
D ___ Not too productive
E ___ Not productive at all

12. As a whole, the atmosphere of the Institute was:

A 17 Very stimulating and relaxed
B 6 Quite stimulating and relaxed
C 2 Somewhat stimulating and relaxed
D ___ Not too stimulating and relaxed
E ___ Not stimulating and relaxed at all

13. To what extent did you progress toward the personal goals that you expressed for the Institute experience?

A 8 Very adequately
B 10 Quite adequately
C 6 Somewhat adequately
D 1 Not too adequately
E ___ Not adequately at all

14. The theme of the Institute was:

A 11 Very convincingly implemented
B 11 Quite convincingly implemented
C 3 Somewhat convincingly implemented
D 1 Not too convincingly implemented
E ___ Not convincingly implemented at all

15. As a whole, the Institute on Teaching Reading to Under-Achieving Adults was:

A 18 Very good
B 5 Good
C 2 Fair
D ___ Poor
E ___ Very poor

MORNING SESSIONS: AN OVERVIEW

Weeks Two and Three
August 2 - 13, 1971

by Peter N. Miller,
Morning Consultant

The Adult Basic Education Center of the Wilmington Public Schools was utilized for the actual instructional phase of this program. Arrangements for the use of classrooms and equipment were made by the director of the program and staff members who were directly involved in the building programs. Since the ABE Center is only one of four major programs sharing facilities in the same building, the participants were assigned to rooms used primarily by ABE teachers. Teachers who normally use the three rooms occupied by this workshop moved temporarily to other locations. To accommodate 25 teacher-participants and 25 or more students, three classrooms were needed and one work-room for the secretarial staff. A visit to the ABE Center in Wilmington was made a few days before the program started to acquaint teachers with the facility and materials. In addition, this visitation afforded the participants an opportunity to meet the "regular" teachers and some of the students with whom they would be working.

To make the most effective use of time and to provide meaningful experiences for the teachers and students, the following

time schedule was set:

9:00-9:30 a.m.	Newark to Wilmington by bus
9:30-10:00 a.m.	General Advisory Session
10:00-11:45 a.m.	Teachers met with students
11:45-12:00	Announcements
12:00 noon	Wilmington to Newark by bus

In most cases, teachers selected their student whose case studies were presented earlier. Contact with the student was made by the teacher before the program started; this was most helpful because the students and teachers were not complete "strangers" to each other on the first teaching day. Several "new" students appeared on the first day and requested to become involved in the program. Furthermore, the "regular" teachers made a few referrals. Although poor attendance is a problem in many Adult Basic Education Centers, this did not appear to be true with this particular program.

Most teachers worked with one student; however, some teachers worked as a team with students. Teachers carefully planned their lessons to meet the specific needs of their students. Visitations to various occupation centers within the facility were made by student and teacher as well as field trips. On those days when a student was absent, the teacher was encouraged to observe other teachers, evaluate and select materials, revise lesson plans, prepare daily reports, visit regular teachers, or work on a list of activities that was suggested by the participants.

A secretarial staff was employed to do all the typing for the teachers, duplicate materials, keep attendance records, provide teaching materials and equipment, and prepare a bibliography of all materials that were used for this program. In determining the size of the secretarial staff, consideration must be given to the number of participants, amount of work, and specific assignments.

To assure an effective, meaningful program, the cooperation of many individuals is imperative. The cooperation of the Director of the ABE Center, the guidance counselors, the permanent teachers, students, secretaries, and custodians made this portion of the program quite successful. The background preparation provided by the workshop before the instructional phase was quite valuable for the participants. In conclusion, good organization, cooperation, adaptability, enthusiasm, and outstanding participants contributed significantly to making this professional educational experience one that will be most beneficial to many adults in the future.

AFTERNOON SESSIONS

Teachers met with Drs. Palmer, Allen, and Laws to develop lesson plans and teaching strategies for subsequent teaching experiences at the Adult Basic Education Building, Wilmington.

EXPERIMENTAL SAMPLE:
UNDER-ACHIEVING ADULT POPULATION
ABE CENTER, WILMINGTON, DELAWARE

Sex

Male: 8
Female: 16

Age

15-20: 14
21-25: 4
26-30: 3
31-35: 1
36-45: 2

Last Grade Completed

5th: 2
6th: 0
7th: 1
8th: 4
9th: 8
10th: 4
11th: 1
12th: 4

Reason for Leaving

Failure: 1
Pregnancy: 6
Graduated: 4
Money: 1
Absence: 2
Dislike: 2
Other: 8

Occupation

Auto: 3
Student: 4
Clerk-Typist: 2
Housewife: 1
Nursing Assistant: 9
Elect/carp: 2

Reason for Continuing

Diploma: 13
Job: 9
None: 2

THE LANGUAGE-EXPERIENCE APPROACH TO READING: AN INTRODUCTION

An under-achieving adult needs constant coverage in the language arts skills and their correlation at all levels of learning. He is more apt to find a sustained program in oral activities, reading and literary endeavors, clear-thinking associations, and basic composition most essential for his future life in a technologically influenced world. For over the past fifty years, students have learned to read through the language-experience approach. To this day, it remains one of the most current strategies for initiating reading instruction.

Numerous advocates of this method, notably Russell G. Stauffer, has used the words "electic" and "all-embracing" to help define this method, for it is a method that emphasizes communication components in relation to one another, a method that bridges the gap between the student's spoken language, experience, and the printed word. The student's oral language ability provides the source for permitting him to be active and creative while learning to read. Students, encouraged to talk about things that interest them, reflect their cognitive and linguistic powers that they already possess. As they use oral language and listen to it used by others, they gain a greater familiarity with language, with its multiple uses. Initial instruction in reading, then, closely

parallels their own language patterns in a natural and logical fashion. This method is thus built on the principle that students who can listen and talk can learn to read and write what they can express in oral language.

Printed language has the same variety and function of spoken language--to communicate, and to do so in multiple situations. In the language-experience approach, the student's oral language is recorded on language-experience charts, and as an individual or group effort. In this fasnion, students learn to recognize the symbols for sounds--to grasp the concept that talk can be transferred into print. As they "read back" their dictations in their own language, they promote recall of words by memory of their orally expressed ideas and how they expressed them. This aspect of the language-experience approach is in itself a problem-solving activity, for the student "reads back" to discover what he dictated to the teacher.

Soon students write down their experiences, recording their own use of language to share with other students. As the students experience associations with sight and sound, they learn to read, with the teacher pointing out similarities in the structure of words and sentences. Phonic and structural word analysis are based on the language used in the dictated and/or written experiences. When students receive individual copies of their recorded

experiences, they enhance the process of reading when they read to recognize their own ideas expressed in their own language.

Next, the teacher arranges opportunities for them to read each other's stories. As they read one another's works, they observe difference in styles and syntactic patterns, and they observe similarities among ideas expressed differently. Individual stories about similar experiences often contain similar language used among students, thereby helping to promote word recognition. Reading is thus kept in the context of immediate interests and needs, showing students how words they use can also be used in other contexts--in other words, how their knowledge can be transferred to new situations.

A number of older students with reading disabilities have been taught to read through the language-experience approach. Some authorities have underscored the advantages of using this method as a basis for beginning reading with urban students. For the student low in reading ability, each phase of the language-experience approach comes one step closer to reading and understanding someone else's recorded ideas.

THE LANGUAGE-EXPERIENCE APPROACH TO READING: A SIX-PRONGED METHOD

Reading instruction for eight lessons consisted of a six-pronged approach, with Institute teachers alternating the frequency of the activities.

1. Setting Oral Language Tasks

To gain a greater rapport with students, and to increase language facility, many institute participants commenced instruction with a variety of oral language activities. These one-to-one and small group learning experiences went well beyond reading aloud. Participants discussed both literary and expository materials, and differences in meaning in a variety of selections. In addition, they listened to recordings, used tape recorders for listening to their own pronunciation and the sounds of words, and developed critical listening skills, particularly those used when following directions.

A number of Institute participants administered informal oral reading tests. An example of one reading passage set for such a testing situation is as follows:

Let's Dance

> It was the night of the Graduation Dance, and Elaine was feeling very happy. She was wearing a new formal, and Chris had given her a beautiful corsage of gardenias. Chris's suit also was new, and Elaine thought he looked handsome in it. But as they danced, Elaine couldn't help feeling sad also. She knew that in three days Chris would be gone for the summer.

During intermission Polly rushed up to them. She had just heard that Chris was going to be working in the Pocono Mountains. She asked Chris what the name of his hotel was. When he told her, she became very excited. "That's only two miles from the camp where I'll be a junior counselor!" Polly exclaimed.

When Chris saw the angry expression on Elaine's face, he said very quickly, "But I guess we'll both be so busy working, Polly, that we won't have time to see each other." Then he excused himself and went to get Elaine a glass of punch.

While he was gone Polly said to Elaine, "There are lots of things I want to tell Chris about the Poconos. Why don't we switch partners for one or two dances?"

"Not on your life!" was Elaine's answer. And without saying another word to Polly, she went across the dance floor to the punch table. The music had started again. She leaned close to Chris. She whispered in his ear, "Let's dance!"

The following procedures were used for scoring the oral response to the above passage:

a. While the student read aloud from one copy, the tester recorded his production on a second copy.

b. The following type of marking was used:

1. When the reader pauses between words for longer than normal, a slash mark was used to indicate every second of hesitation. Such hesitations tend to indicate either difficulty in keeping one's place, or the necessity to sound the word out.

2. If a word had to be supplied by the tester, a circle was drawn around the word. It was particularly important to consider these occasions in the scoring of

fact questions. When a key word was supplied by the tester, chances are likely that a question asked would have been missed if the student had not been able to have the word supplied.

3. When an incorrect word was substituted, a line was drawn through the word, and the substitution written above it. When a word was omitted, with no substitution, a line simply was drawn through it. Repetitions, pauses, and the ignoring of punctuation were also recorded, but were not recorded as errors in scoring the passage. Each of the other items are counted as one error, so that in a passage of 100 words, each error would result in one point deducted. Ten such errors would result in a word recognition in content score of 90.

Beyond word recognition scores, the tester constructed ten questions for a quick comprehension check. Such questions varied, giving the tester an indication of the student's capacity to answer literal and inferential type questions, as well as vocabulary mastery. The charting of scores for such testing supplies a basis for determining the student's reading level. Reading scores and levels were charted as follows:

Level	Word Recognition	Comprehension
Independent	99	90
Instructional	95	75
Frustrational	90	50

2. General and Technical Vocabulary

Students compiled a limited glossary of general and technical terms used in his vocational area of specialization. These words, often polysyllabic, were syllabified in writing, observed by the student, sounded out, and later used for spelling. Technical dictionaries were used, when necessary, to check pronunciation, accent, and meaning. In most instances, however, the students themselves contributed the correct pronunciation and the functional meaning of the words by extending, reshaping, and redefining oral contributions with the teacher. When appropriate, prefixes, suffixes, and root words were discussed.

The following words are some examples of technical vocabularies generated by the students in different areas of specialization:

Automobile Mechanics

gas kets
gen er a tor
hy dro me ter
fu el pump
synch ro niz ing
flex i cope
ta chom e ter
au to ma tion
slip joint

General

mi grate	de ter mined	brood ing
im mi grate	scrubbed	con cert
mi grant	man aged	Ger man
de vi a tion	tu i tion	French
ex cludes	dis cour aged	I tal ian
in cludes	fig ured	Ar tor o Tos can i ni
com pre hend ing	tire less ly	au di ence
def i ni tions	tal ent	ac com pan ist
sim ple	tri umph	tech ni cian
sim ply	fail ure	suc cess
prob a bly	crit ics	cas u al
choir	e ven tu al i ty	de ter min a tion

3. The Sentence and Paragraph

After the development of concepts behind words, word consciousness, and ways of attacking words, students explored the use of words within sentences. Sometimes students would use the words in a general context, often assuming that enough information was presented to make the use of the word clear to the reader. Teachers continued to develop concepts behind words and the realms of meanings words can have in different contexts. Often students would volunteer alternative uses of words orally, and then write sentences illustrating other meanings of the words. Teachers made comparisons between attempts to structure sentences both in speech and writing.

Teachers frequently mimeographed the "more mature" sentences that students had written in a previous lesson, but they would omit the technical vocabulary. Students were asked to recall the

omitted word or words through the use of context clues.

Example: Vocabulary Words

sup ple men ta ry de vi a tion
chron o log i cal sub top ics

Sentences (to be completed through the use of the four words listed above.)

1. One important _____ from the alphabetical arrangement of the catalog cards is the _____ order used for _____ of historical subjects.
2. Many of these books are kept up to date by means of _____ volumes.

Once more, the words were syllabified for students to observe and study. Then, students were asked to attempt a correct spelling of the words, and to concentrate on retaining how the word in smaller parts (syllables) fitted together to form the completed word structure. When appropriate, teachers concentrated on prefixes and suffixes, root words, dictionary skills, antonyms, synonyms, and homonyms. Following such exercises and the use of technical and general words in sentences, students practiced moving from the general to the specific once more, only this time in a larger context--the paragraph.

Because complex structures can often be thought of as sentence additions to more simple patterns students produce in writing, students were taught to expand kernel sentences into more "sophisticated" forms. (Example: Because the boss was on his back, the mechanic repaired the car, so that he would not get

fired.) The expression of their career vocabularies, sentence forms, and meaning was extended through the use of a signal word sheet, listing words that often suggested to the students the use of more complex structures, such as because and so that in the student written example above. This sheet contained different kinds of grammatical elements, for use in a variety of constructions and positions within sentences. The word list, then, suggested syntactic resources of language to the student, without obliging him to name or identify grammatical elements. Using the list, students generated a number of interesting and varied patterns. Practice in the use and construction of more complex ideas in writing attempted to make the students aware of resources in language they may have failed to use before--and new ways to put that language to use. Moreover, they referred to published sentences and paragraphs to observe how noted professional writers succeed at their work.

Sentences and paragraphs developing writing were constantly correlated to the training each member of the class was receiving in his career orientation. Students were often asked to explain, both orally and in writing, how they accomplished tasks set in their area of specialization. Often students wrote on steps taken to accomplish one particular task. For example, one student, training to be a "successful housewife" wrote on the following topic: Your electric iron is broken and you must write to the

store where you bought it, to find out where you can have it repaired. A sample of the student-written letter follows:

Wilmington, Delaware
June 26, 1968

J. C. Penny
763 69th Street
Philadelphia, Pa.

Dear Sir:

I'm writing about the iron which I bout in one of yours Wilmington Store. It is broken and I can not get it repaired here. What should I do?

Yours truly,

Writing done by students often was duplicated for later discussion, not only in relation to the task set, but also in comparison to other ways of organizing and structuring the expression of their thoughts.

Students, then, had an opportunity to search for arrangement, structure, and exploration of form. With sentence additions familiar to them, students wrote, read, and revised their career-experience passages. Sometimes, they spotted technical and mechanical errors--such as "bout" for "bought" in the letter above. In addition, they started to question "sentence sense." When syntax was weak and expressions awkward, they asked "what was meant" and for "more information."

Instead of artificially labelling a professionally written excerpt according to the way the author chose to organize it (i.e., sequence, listing, cause/effect, comparison/contrast), the students themselves put such considerations into operation as they wrote, discussed, and revised their writing about an aspect of their occupational training. Instead of being removed to the periphery of meaningful experiences, students wrote and read their own writing, often followed by another cycle of re-writing and re-reading--all activities provoking thought. Throughout the exchange of ideas with teachers, the student suggested simple but significant ways for improving their written expression of thought. Furthermore, they used their own language, expressions, and terms to recommend readjustment in form, the qualifying of thought, the rephrasing and rearranging of muddled expressions, and sentence-combining possibilities.

But in the give and take of this trial and error process, students on their own did not always think of a number of possible writing trials. The teachers often suggested alternatives, but only when the student response in particular groups was limited or lost in irrelevancies. Students read and rewrote, adding more information when necessary, using correct technical terms to extend meaning, sequencing events in the most meaningful order. Hence, the qualifying of thought and the elaboration of structures

were considered--and together. This kind of group revision became an extension of initial sentence practice--a way of bringing writing and reading experiences into operation, and in a meaningful manner.

A number of visits was made to the shops in each area of specialization. Students often explained, either to the aides or instructors, specific daily tasks assigned to them. Some examples are listed below:

1. Over-hauling a car
2. Cleaning a typewriter
3. Constructing a budget chart
4. Using the adjustable wrench
5. Dealing with work emergencies
6. Typing a business letter
7. Reading a plumbing chart
8. Explanating of auto parts
9. Shelving books
10. Working with chemicals

4. Spelling

Most spelling exercises consisted of words taken from assigned reading passages. The reading material was selected from textbooks used by the student in each area of specialization and from the dictated work experience passages written by the students themselves. For example, the following two lists illustrate the spelling words used in welding and carpentery courses:

Spelling Words Used in Welding Class

welding
oxygen
torch
volts
arc
fillet
vertical
overhead
size
angle
crater
finish
cylinder
helmet
depth
apron
flash
plug weld
melting
stud
furnace
outlet
flash
liquid
projection
flow meter
tungsten arc
straight polarity
groove
hand shield
infrared ray
clamps
range
wrench
chisel
single-lap-weld
root
carburizing flame
oxidizing flame
undercut
penetration
concave bead
cracking
cable
generator
"T" joint
brass
goggles
single pass
cycle
testing
office
postheat
toe
throat
tensile
elongation
forging
backfire
bond
brittle
equipment
acetylene
hose
ampere
supplies
flat
horizontal
rod
electrodes
weaving
start
heads
degree
width
gloves
welding sleeves
alloys
temperature
aluminum
backing strip
inlet
header
transformer
resistance welding
lighter
mild steel
titanium
reversed polarity
downhand welding
hydrogen
rays
thickness
hammer
hacksaw
file
double-lap-weld
gap
neutral flame
regulator
overlap
cathode
convex bead
ground
carbon arc
fusion
bronze
nickel
preheat
double lap
inspecting
fire drill
puddle
stress
tip
tack-weld
crown
free bend
body
axis
weaved-bead
shades

Welding (continued)

welding-gauge
nozzle
short arc
color
brake
furnance
machines
corrosion
hardness
lacing bead
square
rules
shipbuilding
beam
length
bare-rod
fabrication
vessel
training
visual
jigs
circle cutter
mixing chamber
welding rod
stricking
brush
drawing
defects
limit
treatment
grinding
welding-chart
seam
channel
holder
kinds
spot-check
fusion
iron
heat
tools
spot-weld

The Carpenter's Spelling List

sill
blocking
joist
header
anchor
cores
embedded
washers
masonry
wrench
stagger
grout
girder
joint
ledger
bearing
partition
strength
firmer
chisel
column
butt
layout
lally
channel
fir
dowel
transit
optional
shrinkage
chimney
bridging
flue
lath
cantilever slab
sheathing
diagonal
ribbon
notched
cleat
scoffold
longitudinal
transverse
gusset
ridge
rafter
blueprint
bevel
dormer
projection
valley
cornice
truss
arch
vertical
gage (gauge)
absorption
echoes
reflective
asphalt
acoustics
flange
stapler
batt
grain
warp
plate
hip
stud
beam
posts
planks
framing
construction
footing
foundation
crown
mortise
tendon
overhang
diagonally
toenail
brace
knot
kiln-dried
lumber
roof
radial
bark
fungus
corner
span
run
slope
subfloor

In addition, certain spelling "demons" were considered on an individual basis--and only when they appeared in a student's reading or writing activities. Some such words are as follows:

howl ing	write	boil er
hol i day	im ag ines	ap pa ra tus
fer oc i ous	to mor row	sur rounds
right	pro duced	i so la ted

5. Creative Writing

a. Dictated-Experience Stories

Students were asked to share in writing their daily experiences in life and work. Many teachers, before asking students to write, began with dictated-experience stories. Students orally shared their ideas with the teachers, and the teachers in turn wrote down what the students said. Then students read back from the teacher's recorded sheet what they had said previously. The dictated-experience story was used early in the Institute, often yielding valuable background information for the teachers' use. Some examples of dictated experiences follow.

Information About Self

> My name is _____. I am twenty-eight years old. I go to school five days a week. I like to go to school and I like to learn. When I don't go to school, I stay home, clean house, watch television, and baby-sit with my nephew. And I love it. I like fried chicken, mashed potatoes and gravy. Sometimes when I am not at home, I go around the corner and visit friends. My boyfriend can draw and type and cook pretty good too. He used to write poems.

***

My name is _____. I have been in the WIN program since last February. I like the program. I don't know what WIN stand for. I went to the eighth grade in school. I have three children now and one due in December.

To help me? I would like to know more about English Grammar and Math. Yes, I'm working toward my GED certificate.

I selected this course because I figured y'all could help me with reading.

***

My name is_____. I am really a new-comer to this program. I attended Del. Tec. for two months then transferred here two weeks ago. I completed the 11th grade with 15 extra credits. The field I've chosen is nursing. I know I would be very proficient, sincere and dedicated, as well as capable.

I never really wanted to stop school but after quitting I found it so much easier to stay out of school than to make an effort to go back.

I am more than certain this and any other brush-up courses I could get would help, as I never knew how much I had forgotten until now.

Doing just what we are doing now really helps. We cover a variety of subjects each period, and they are most definitely things I have not been thinking about since I been out of school.

***

My name is _____. I have one child. His name is Teddy Lee _____. He is 13 years old. And I have five sisters and four brothers. I have a wonderful Father and Mother and I love them.

***

My name is _____. I have been in this program for 8 months. I went to the 9th grade in school, and then I quit. I returned to school to try to get my GED so I could get a better job. It helps you in English and Math and also in your reading. I like to read but sometimes I don't understand words and I think this is good. By helping you to understand words and their meaning.

***

My name is _____. I am 21 years old. I like nurses aide training. I am hoping I will get a job after September. I enjoy going to school at M.D.T.A. I have been going here for about 3 months. I will be graduated September 3, 1971. Now, I am trying to improve my reading.

***

Information About Daily Experiences

Mostly when I begun, I was taking the test for Wilmington High but they made a mistake and it was for St. Elizabeth. I wasn't going to go there but a friend told me I should so I went there. And all the books my Mom couldn't afford and I dropped behind. And we, me and my brother, failed that school. After that we was trying to get to Wilmington High. After we got in Wilmington High, math I had most trouble because I missed so many days. The first day was the most important. Every semester I failed math. Then the next year came. You know I had to go down to counseling to fill out my courses for next year. I majored in business then the first day I went it was all right.

After a while I started to not like it. I missed the second day and I was left behind and I couldn't keep up with the other class so I started cutting that class right there. That was about the only class I really didn't like. The other class, I don't know the name of the course, I think it was like Communication Art. I started cutting more and more and then one of the--I don't know what you call the guy--when they send some guy from the school to talk it over. He asked me whether I wanted to quit or go back, and he told me if I didn't want to quit, I could talk it over with one of the counselors at school on Monday. He said if I didn't go they would just mark me off the school records and they marked me off. That was it.

***

I had worked around cars before. I adjust carburetors, put points in, check the oil, generator belt, check water in the radiator. Check the water in the battery, too. Check the timing. You have to put a time light on. It shows if it's in time or not in time. Put brake shoes on. Change tires. The carburetor keeps the car running. If you have no carburetor you can't run the car.

***

I was invited out to dinner last night. I had mashed potatoes and gravy, pork chops, corn, and soda, lemonade, and raspberry kool-aide all mixed together. It was a strange taste but it was good. (That's a mighty long sentence.) Then I went home and drank some more lemonade. My mother asked me if I was going to eat dinner but I said I had already eaten. She had steak and fried potatoes, succotash and lemonade.

***

You have to learn procedures, abbreviations. Learn how to care for patients that suffers with heart attacks. How to measure the intake and output of patients specimen. Work is about the same even if you work in old folks homes. You have to know some abbreviations but you're not allowed to give any medications. You should always know how to take temperatures, pulse, and respiration. And it is also good to know how to take blood pressure.

***

Yesterday I stayed home. My home is Harrison Street. I didn't eat breakfast because I can't eat anything in the morning. I don't eat until about ten o'clock when I get hungry. Yesterday I got up early to go to church. We had a prayer service at six o'clock. In my prayer I prayed for everybody that there would be peace in the world and for the sick that they would be well. There still isn't peace in the world. There are yet many who are sick. I prayed for Fidel Castro that he would be a good governor. I prayed for my island which is Puerto Rico that God would protect it from earth quakes and storms. I prayed for the people, especially my family who don't know the Lord. My father has been crazy since 1927. He is very old. Many of my family are mentally sick. He would get mad without anybody doing anything. He worked on the farms of rich people. He harvested sugar, bananas, coffee, mangoes, platanos.

I had two brothers and two sisters. I was youngest of them. All of my family are still in Puerto Rico. I came to New York on June 1, 1968. I came to Wilmington on December 2, 1970. I like it here because it is more tranquil. I think all schools have problems with the children. My husband didn't want our girls to grow up in New York. He lied to me telling me that he had bought a house in Philadelphia. He brought me here to the home of a cousin and then left me after six months.

***

I have three children. I have two boys and one (daughter) girl. They are at home. My son is in school in third grade. His name is Hector. My other son is Joel, he is one year old. He has four teeth in front. He can walk. My daughter is thirteen years old. Her name is Luay. She is in seventh grade. She is in Bayard School. Next year she will go to Wilmington High School. She will be going into the eight grade.

I am studying English. I would like to learn to speak better.

b. Writing About Living Experiences

After dictating experiences, students began creative writing attempts on a variety of topics, ranging from travel to law enforce ment. The following examples are indicative of initial writing attempts, and contain the kinds of errors students made.

What Does Law Mean to You?

I think the law enforcement offical today are not qualfied for the job because they misuse their autorty in many ways.

***

We darker than Blue
Have Pride, and try to be true
We cus and make a fuss but
We must have trust.

To be true is to admit wrong when it is do; to belive in and bare with trouble. Trust is not to low rate your per, but give a hand when things looking bad for him. We all have our falts yes we do so look in a mear and what do you see to eyes--noise and mouth just like me the laws of society were made both you and me

***

I mind my busness I let each other live his own The law of nature states what it should be self presavaion. They respect me like I respect them

***

How Did You Spend the Weekend?

Knowing my husband was taking his truck to Allentown, Pa. Firday, I decided not to come to school. He picked me up at the corner of Concord Ave and Market Streets at about 8:30 a.m.

The reason for the corner pick up is quite simple. He drives a 60 foot, 10 speed road ranger, 1971 white, snub noes, truck. With 32 tons of steel on it, no power steering its awful hard getting around these corners and side streets. Any way to make a long story short he drove up, and I drove back. And I spent the rest of the week end recooperating from Friday.

***

I spent the weekend doing my house work, and shopping, an visiting. on Saturday I wash and Iron the cloth, than I went shopping. Own Sunday the chirldens and I went visting, we visted a freind name thelma. we had a nice weekend. and hope each and every one of you enjoy yours the same.

***

I over slept Friday so I did not make it to school. Instead I washed and cleaned up my house. Saturday I cooked and went shopping for food to take on a picnic. My family and I also went to the Drive-in Saturday night. Sunday we all went to Dorney Park in Allentown, Pennsylvania. There we had a picnic and we rode on the rides. We stayed at Dorney Park until about 5:00. Then we left there and went to Germantown, Pennsylvania to take my niece home. We returned home ourselves about 9:30 Sunday night.

Recent Trips

My Trip to Atlantic City

We went by car. We left at 6 o'clock in the morning and arrived at about 8:00 a.m. We saw willard was showing at the movie House. Went over to the game house. They had rifle guns, games where you roll balls. We left and walked to another game house.

***

When going to Longwood Gardens on a trip, we saw birds, plants, trees, flowers, waterfalls, fountains and ponds. Upon entering the garden we saw birds and plants of all kinds. The shrubbery was cut in shapes of birds, chairs, end tables, seals, dogs, and other animals. We saw all kinds of plants from everywhere in the world, from tropical plants in the greenhouse to common plants found in Delaware. There were spice trees of all varieties from vanilla to cinnamon. The most beautiful flowers are arranged in such attractive ways through the whole garden. They have constructed beautiful little waterfalls, fountains and ponds which adds to the beauty of the gardens. After a film was shown by the caretaker of the gardens, I realized how beautiful and nice the trip had been.

My Scary Experience

We're playin card one night--Friday night. Someone say Lets go get in the car. Time passes and its 10 o'clock We play somemore--one or two o'clock still playing. Its dark outside. I have to walk myself through woods I was going out the door looking back and walkin and walkin singin and hummin cause I want to let the devil know I'm out there. I hear a sound. somethins out there. I start runnin and runnin.

c. Writing About Work Experiences

At first, students generated in writing only a few sentences about their work experiences. Gradually, however, written passages increased in length, but after teachers asked the student to state more information aloud, and next to write it down. In addition, teachers showed the students how to expand expressions in writing. The following are some examples of "restricted" and more "elaborated" writing.

The Kind of Person I Would Hire as a Clerk Typist

The person I would hire as a clerk typist would have a very nice personality, pleasing, and loves to work with people. She must be well groomed.

The Kind of Mechanic I Would Hire

I would hire a person with a high school diploma. And someone who know something about mechanic work.

What are Some Good Safety Practices for Your Shop?

Do not smoke in the shop.
Do not throw grease on the floor.
No playing in the shop.
Keep floor of shop clean.
Keep your tools clean.
Put tools in the tool box.

My Day at M.D.T.A. Training School

On the 8/2/71 I went to M.D.T.A. training School. When I got there, I took my car to the paint shop to have it work on. Then I went up stairs to my room, then I read an article out of the paper and then told something about it. After that break time at 10:20. After break I went to my new class and I met Mrs. Evans, my new instructor from university of Delaware. I think she's a very nice person. After I met her, and gotten to know her a little, it was lunch time. I went down stairs to get my car, then I went home for my lunch. When I got there my daughter had told me that she wasn't feeling well. So I told her to lie down until I get back from school at 4:30. So when I did get back she was burning up with a fever. thats when I rush her to the hospital to the emergincy and the doctor exam. her and said that her temperature was 103. And she had a strip throat.

Body Shop

I started in the five months ago. I thought it was very hard to learn. I first started cutting a guarder panel off my car, then I welded the other panel on. The next step, I ground the paint off the panel, then I start filling it with plastic. After the plastic is hard, then you sand it off. After it is smooth, then it is prim and sanded again.

Now it is ready to paint. After it is painted, I put a heat lamp on the quarter panel.

In addition to these writing activities, teachers constructed other practical lessons for everyday living and work experiences during the Institute. Such writing activities dealt with the following topics:

How to respond during a job interview
How to answer a telephone
How to operate a switchboard
How to use a typewriter
How to file business letters
How to record income tax
How to read want-ads
How to take transcription
How to register to vote
How to budget
How to redecorate a house
How to write out a check
How to write formal and informal letters
How to plan a dinner

A lesson plan on filing that follows is indicative of the Institute's conscientious attempt to constantly relate the language-experience approach to the under-achieving adults' everyday living and work experiences.

Lesson Plan

Consultant:
Date: August 4-5, 1971
Subject: Filing

Objective: To develop an understanding of filing rules--whether the system is based on manual, mechanical or automatic retrieval methods.

Items to Consider:
1. Students knowledge of filing.
2. Time element for explaining the lesson.

Materials Needed:
1. Pencil
2. Textbook
3. Paper

Teaching Method: Teacher and pupil participation

Purpose: To familiarize the student with the rules used in the two basic methods of filing; namely, alphabetic and numeric.

Introduction:
Briefly tell the student why filing is important, when business data should be filed, where and how business data should be filed.

Body:
What is filing? Filing is a system of arranging and storing business papers, cards, forms, catalogs, and other itmes in a neat, orderly, and efficient manner so that they may be located readily when they are wanted.

I. Indexing--first step in filing procedure is to arrange names for filing purposes.
A. The unit order considered in an individual's name
1. surname, or last name
2. first name, initial, or abbreviation
3. middle name, initial, or abbreviation

Example: James B. Green	Unit 1	Unit 2	Unit 3
	Green	James	B.

II. Surnames--if different the alphabetic order is determined by the surname alone.

A. "Nothing before something" rule in filing--when one surname is the same as the first part of a longer surname, the shorter name precedes the longer.

Example:	Names	Names
	Hall	Johns
	Hill	Johnston
	Hull	Johnstone

III. Compound Surnames--indexed as two separate units.

A. If compound surname is hyphenated (Miller-Mills), disregard hyphen.

B. Names such as St. Joseph, "St." is considered as one unit (spelled-out), and "Joseph" the second unit.

Examples: Names	Unit 1	Unit 2	Unit 3
Michael F. Moss-Green	Moss	Green	Michael
Edwin St. Claire	Saint	Claire	Edwin

IV. Surnames Containing Prefixes--one indexing unit.

Examples: Names	Unit 1	Unit 2	Unit 3
John de Long	de Long	John	
Amost Van Brink	Van Brink	Amost	
John von Stein	von Stein	John	
Charles E. Y'vette	Y'vette	Charles	E.

V. Given Names--if surnames are alike, consider first names of individuals; surnames and first names are alike, consider middle names.

Examples: Names	Unit 1	Unit 2	Unit 3
William S. Smith	Smith	William	A.
Zelda Smith	Smith	Zelda	
Mable P. Thompson	Thompson	Mable	P.
Mable R. Thompson	Thompson	Mable	R.

VI. Unusual Names--name as written is considered surname

A. Usually find such names in cross-reference (foreign names usually) or first and last name can be used as surname.

Example: Names	Unit 1	Unit 2	Unit 3
Waddell Stanley	Stanley	Waddell	
Pan Chin Stin	Stin	Pan	Chin

VII. Initials and Abbreviated First or Middle Names

A. One indexing unit and precedes all names that begin with the same letter.

B. Abbreviated first or middle name is usually treated as if it were spelled in full if the full name is known.

C. Many nicknames are given names such as "Tom for Thomas."

Examples: Names	Unit 1	Unit 2	Unit 3
R. Robert Brogran	Brogran	R.	Robert
Sam F. Brogran	Brogran	Sam	F.
Sam'l F. Brogran	Brogran	Sam'l	F.

VIII. Titles

A. Personal or professional titles are usually disregarded and enclosed in parentheses at the end of the name.

B. Religious or foreign titles are followed by a given name only, it is indexed as written.

Examples: Names	Unit 1	Unit 2	Unit 3
Dr. Ralph Bunch	Bunch	Ralph (Dr.)	
Mayor John Smith	Smith	John (Mayor)	
Arthur S. Wines M.D.	Wines	Arthur	S. (M.D.)
Brother Cook	Brother	Cook	
Father Pierre	Father	Pierre	
Princess Margaret	Princess	Margaret	

IX. Seniority Titles in Identical Names

A. "Identifying element" secondary means of determining alphabetic sequence.

B. "Junior" or "Senior," or "III (Third)" or "IV (Fourth)" are not indexing units.

Examples: Names	Unit 1	Unit 2	Identifying Element
John Pinkett, Sr.	Pinkett	John	(Senior)
John Pinkett, III	Pinkett	John	(Third)

X. Names of Married Women

A. Legal name of a married woman should be used rather than her husband's name.

B. Title (Mrs.) is placed in parentheses after the name but is disregarded in filing.

C. Husband's name is given in parentheses below her legal name.

D. Legal name would include--first name, maiden surname, husband's surname or her first and middle names with her husband's name.

Examples: Names	Unit 1	Unit 2	Unit 3
Mrs. James (Amy Parker) Smith	Smith	Amy	Parker (Mrs.)
Mrs. Theodore Smith	Smith	Theodore (Mrs.)	

XI. Identical Personal Names

A. Sequence is determined by parts of the address
1. Town or City name
2. State name
3. Street name
4. House number (numeric order)

Examples: Names	Identifying Elements	
Sarah Green 145 North Broad St. Philadelphia, Pa.	Philadelphia	Pennsylvania

Example (con'd):	Name	Identifying Element	
	Sarah Green 177 State Street Philadelphia, Mass.	Philadelphia	Mass.

XII. Business or Firm Names

A. Indexed in order as written.

B. When a firm name includes the full name of an individual, the name is transposed and indexed as are individual names.

C. Well known individual names sometimes cause confusion and should be indexed as popularly known. (Andy Griffin or Fanny Farmer)

D. Hotel or motel names are transposed if "hotel" or "motel" appears first before the name. (Hotel Micks indexed as Micks Hotel)

Example: Names	Unit 1	Unit 2	Unit 3
Ames Art Shop	Ames	Art	Shop
John Krammer Shoes	Krammer	John	Shoes
Brown and Son Realty Company	Brown (and)	Son	Realty Co.
L. Morrison Moss Supply Co.	Moss	L.	Morrison Sup.

XIII. Alphabetic Order of Business or Firm Names

A. Different units are determined by first unit.

B. Alike first units are determined by second units.

C. Alike first and second units are determined by third units.

D. First unit that is different in the names determines alphabetic order.

Examples:

Names	Unit 1	Unit 2	Unit 3	Unit 4
Gunn Printing Co.	Gunn	Printing	Company	
Hess Beauty Shoppe	Hess	Beauty	Shoppe	
Mary Hess Beauty Salon	Hess	Mary	Beauty	Salon

XIV. Articles, Prepositions, and Conjunctions

A. The articles (a, an, the); prepositions (of, on, for, by, etc.); and conjunctions (and, or) are not considered as indexing units and should be enclosed in parentheses.

B. First word preposition in a business name (as in At the Brandywine Shoppe), the preposition is considered as the first indexing unit.

Examples:

Names	Unit 1	Unit 2	Unit 3	Unit 4
S. S. Athens & Co.	Athens	S.	S. (&)	Company
First National Bk. of Delaware	First	National	Bank (of)	Delaware
By the Fireside Inn	By (the)	Fireside	Inn	

XV. Abbreviations

A. Indexed as spelled in full.

B. Single-letter abbreviations indexed as spelled in full.

Examples:

Names	Unit 1	Unit 2	Unit 3	Unit 4
American Paper Co.	American	Paper	Company	
Ft. Benning Stores, Inc.	Fort	Benning	Stores	Inc.
Y.W.C.A.	Young	Women's	Christian	Association

XVI. Single Letters

A. Each letter is a separate unit.

B. Firm names not abbreviated but are single letter firm names are filed before words beginning with the same letter.

C. Spacing between single letters are not considered.

Examples:

Names	Unit 1	Unit 2	Unit 3	Unit 4
A & A Auto Parts	A (&)	A	Auto	Parts
WDEL	W	D	E	L

XVII. Titles in Business Names

A. A title in a business name is treated as a separate unit and is indexed in the order in which it is written.

B. The titles "Mr." or "Mrs." are indexed as written rather than spelled in full.

Examples: Names	Unit 1	Unit 2	Unit 3
Dr. Stalling's Health Club	Doctor	Stalling's	Health
Mr. Tod's Barber Shop	Mr.	Tod's	Barber

XVIII. Numbers--considered as though written in full

A. Four-digit numbers are written out in hundreds; five digit numbers are written out in thousands.

Examples: Names	Unit 1	Unit 2	Unit 3
A-1 Used Car	A-	One	Used
40 Winks Motel	Forty	Winks	Motel

d. Poetry and Creative Writing

An attempt was made to correlate poetic themes to work experiences that occur and could occur in each student's area of specialization. For example, note the following poem, "Message to a Beautiful Black Man."

Freedom, Freedom, is your cry
And whitey's they ask you why
Because your skin is black and theres is white
For you are wrong and they are right
But some day you will be King
And they will cry as they sing

"You" beautiful black man of high
Let know whitey pass you by
Because you are what's happening today
The whitey's are trying to say
Black man you are trying to do right
But they still want to fight

They call you every thing in the book
Because you won't stop, listen, and look
But you don't care
Because you do have the fare
When you sing we shall over come
They are trying to sing some

They are saying that you don't pay
But you do know the way
Because you will be around
When they come falling down
So Beautiful Black Man
Don't let them be your Fan.

After students read this poem, teachers attempted to relate the poem to prejudices, personalities and problems students might encounter in their world of daily work. The following are some other narrative passages used for reading and creative writing lessons, and they contain the kinds of errors students made in writing:

"Why am I a Slave?"
"Nat King Cole"
"Mad! Mad!"
"Mother to Son"
"I, Too"
"Tense or Intense"
"A Drum Major for Justice and Peace"
"I am Important"
"Viet Nam--A Land Divided"

The following are some student-written reactions to the poem "I, Too:"

I thank this poem was written by a soul brother, and what he had to do he did it well and when he grew up he new he could sit at the table because the way he had brought his self up no one would tell him to sit in the kitchen because they under stood that he too was america.

***

Makes me feel proud. Because years ago the black people had to eat in the kitchen. Because they weren't allowed to eat at the table with everyone else. They had no other choice but to do what they were told to do. Now the black people can eat where they want. This way I feel we do have a little more freedom.

***

All through the years they have given the blacks, second best, left overs and anything else the better class couldn't and didn't want. But we grew, prospered and got bigger and better.

We can't be shoved about or hidden, trod upon or put off. This is the only country I have, or will ever have. It's as much mine, if not more so as yours. I belong here too.

Our pride, faith and esteem says in every move--stand up and be counted, and by God the count grows more by the hundreds each day.

Praises for our darker Brothers--America is ours!

***

I too am america. but I am treated different. from my white siter or brother. they say we are all treated equalty. I can do their work, clean their houses watch their children & even cook their food, but I am not good enough to sit at there table. Why? my friend? because I am black. I, too, am america.

***

Reactions to "Mother to Son:"

Well son, things may not be like we think it should be some times. it may seem hard. & we cant seem to make it. but we cant give up. we have to keep trying. & I believe we will make it some how.

***

It makes me think someone is trying to tell me to always hold my head up. No matter how hard life seems. I feel if there is something I really want, and that I am really interested in like a goal. I feel as though I have to keep pushing, and climbing until I reach my goal.

Students also practiced writing "Cinquains," after they were given these directions:

a) write one word on the first line, a noun.
b) write two words on the second line that describe the noun.
c) write three words on the third line that show an action of the noun.
d) write four words on the fourth line that express a feeling of or about the noun.
e) write one word on the fifth line, a noun that means the same thing as the first noun.

The following are examples of student-written cinquains:

Debra
small noisey
eating, sleeping, playing
I love her dearly
daughter

mother
is love
she work every day
I love my mother
cool

man
rasional animal
calm civilize being
irrasional barbarric
unkind evil
animal

city
noisy, busy
people always rushing
caught in traffic jam
beep

world
unkind, people
fast, round, mine
love, wander, anger, hope
world (my world is) Earth

tree
tall monster
leaves are green
gives a shady breeze
food

river	school
rocky course	not bad
falls at waterfall	playing foot ball game
dirty polluted environment	Sometimes it is boring
Brandywine	College

The following two poems were outgrowths of cinquains:

This World of Mine

What makes me love this world
of mine
When most of its people are so
unkind
Why can't this world of land and
sea
Be more merciful to each and every
you and me,
I often ask my lord
above
What I might do to spread
some love,
What makes our leaders the way
they are
Reaching for each vague and distant
star
When here on earth we have not made
first base
On solving our problems of war, poverty,
and the emancipation of the human race,
To end my prayer oh my dear
lord
Please place us all on one accord.

Concern

Love is wonderful, but is misused.
If love was feelings good but it isn't,
Love to me is understanding, trust
one, and compashion for the other.

("Concern" continued)

They say fight day and night
I say love instead of fight
If fighting could be disolved
The worlb woulb be love.
I say girl I love you but
just meet you, I say to myself
Do I or do I not. misused love
Is hurting,not phy. but mentaly

e. Book Review Writing

Students also read a number of literary works about Black leaders and heroes. After the reading, they were asked to write about what they read. The following are some student-written reports:

Harriet Tubman

Harriet Tubman was the champion of freedom. She was born forty years before the Civil war. She live on a plantation in Maryland with her Mother and father. She was a slave. She rebel against her condition of living ever since she was ten She live in slave for twenty six years. She got married to John Tubman who was free. She want to be free too, but to be free she had to go north. Though many tricks she made. Ten years after she escape she had help over three hundreds people out of salve She was given a Jubilee medalal from the queen of England and other nations for being so famos. Today she is known to be the champion of freedom

***

Louis Armstrong

Louis Armstrong was a miscian He was born in James Alley July 4, 1900 His father deserted the family when he was very young. To keep thing comfortabe for them his mother had to work hard, That meant leaving Louis and his sister home. Louis was all right with his mother watching him. but his love for musice keep him busy.

One New year he got in some troble, had to be send to the Wait Home for Boy. There he got to use his tanent. Before going there he and his frinds had band on the street they made, While in the Wait Home he came famous.

***

Martin Luther King

Martin Luther King was born January 15, 1929. His mother's name was Alberta King. His father's name was Michael Luther King. So when Martin Luther King was born his mother named him Michael Luther King Jr. His father did not like that name. He wanted to have his name changed. He never got around to doing changing it. So Martin Luther King had his name changed hisself twenty-two years later.

Martin and his brother and sister had to learn verses from the Bible. They had to say the verses at the evening meal. Martin loved to sing. He sang in many churches. People liked to hear him sing. The ministers of the churches even took up collections for Martin. That was the people way of saying thank you. The King would leave the collections at the church to help members who needed help.

Martin was six years old when he found out how the white people treated the black people. He was playing with some little white boys. The little boys mother finally said to Martin, "They cannot play with you anymore. They are white and you are colored." This hurt Martin. So he ran home to his mother. Then Mrs. King comforted her son. She explained to him the ways of the south.

***

Mahial Jackson

Mahial Jackson was a gosple singer Her mother and father died when she was yound and she had to go to make a living This was after she was sixteen when she choose gosphel singing. She choose this because she was in church all of her life. She liked church. She was from New Orleans. She was born Oct. 26, 1911. She frist started out ironing, but she wanted to be a nurse or a hairdresser

***

Stagolee

Stagolee was a Black man who had it hard when he was a child. He told himself that he wasn't going to pick cotten for the rest of his life. So at the age of five he left the white folks place. When he left he take a guitar, deck of cards and a .44. he said that was all he needed. He figurd if he play his guitar he can get the women, and if he play his cards he can get some money, And when someone got smart with him he used his .44. So as the years go by Stagolee had a name that every body respect, included the white folks. Stagolee was so bad the he out live his time which was thirty year over due. Because he lived so long the people up in Heaven begin to notice him. St Peter was the one who notice that Stagolee had over lived his time. So St. Peter went to the Lord and told him about Stagolee. The Lord told St. Peter that he would do something about that. So he called Death and told Death to go and get Stagolee because his time was up. Death got on his white horse and went down to earth. Stagolee was on the parch at the time play his guitar. As he looked up he saw Death and ask him what did he want. Death told him that it was time for him to die, Stagolee just laugh and told Death that he was joking and he wasing bad enough to mess with him. So Death tried it again, are you coming with me or not, Stagolee? Stagolee took out his .44 and shout it at Death. Befor you can say 1, 2, 3, Death was gone, on his way back to Heaven. He told the lord what happen. So the Lord had to get Stagolee himself. He ask St. Peter to get his Thunderbolts, which took 3,412 angels 14 days, 11 hours, and 32 min. Stagolee was sitting on the parch at the time the Lord found him. And that was the end of Stagolee. The people heard that Stagolee was dead and had a fit. The funeral lasted for three day and three nights. In Stagolee casket was a guitar, pack of cards and his .44. Since Stagolee was so bad he didn't even stay in the grave until his time was up. On the third day he got up and went to see heaven, he couldn't wait for judment day. When he got there he heard all this harp music and hymn singing. He though that he was on the wrong side of heaven. So he went to the other side. When he got there it was deserted. So he went back to the other side again and saw St. Peter playing bridge with Abraham,

> Jonah, and Mrs. God, When they saw him they slip all but St. Peter. He told Stagolee that he wasn't gettin in heaven, so Stagolee said I don't waiten come in eighter. He told St. Peter that this was heaven, that's Hell and left. On his way to hell he could smell the barbecue cooking and hear the juke boxes playing. When he got there there was a sign on the door that Read Black Power. He rung the Bell and a dude answer and saw that it was Stagolee and told every body. From then all they party all night and all day, because Stagolee was the boss. The story was interesting and I enjoy every part of it. This was a Black man who wasn't let anybody push him around. Right On!

6. Reading

Group Reading: Literary Material

Predicting and numerous DRTA experiences often preceded reading and writing activities. Often titles were omitted from the printed page. Students were told that somewhere in the poem the actual title the author used could be found. They took turns predicting what they thought the poet's title was--and why. In subsequent instances, they were asked "to prove" or justify their earlier responses to a reading experience, and by referring to specific words and sentence within the reading selections.

Group Reading: Expository Material

Not all passages set were of the literary kind. Instead, the students learned to deal with printed matter pertaining to information in a vocational-technical area of specialization, or in one of their academic subjects. Instruction consisted of reading charts and illustrations in newspapers; surveying an article and

making predictions before the reading; covering technical vocabulary, both for assistance in the pronunciation of words and their possible meanings; explaining orally a task mentioned in the reading selection; doing a precis of a paragraph, to reduce the passage to main ideas; and completing comprehension exercises that go beyond a literal level of response.

In addition, study guides were prepared from articles related to many everyday problems: automation, pollution, survival. These study guides encouraged students not only to pinpoint information to justify a response to reading, but also to move from the literal to the inferential level of response--and later to apply the information to a context outside the reading passage.

Moreover, students received instruction on asking and writing their own questions to a reading experience--the art of setting purposes for reading. Sometimes, it was easy for students to predict questions from picture, title and content clues, but it was more difficult for them to write good questions, and to weed out irrelevancies, classified material, and to "hit hard" upon the main idea.

Students also read advertisements, planned meals and charted expenses, plotted interior designs, and learned to read symbols in mathematics. A simple lesson in fractions, for example, consisted of the four following problems:

I cut a grapefruit into 2 equal parts.
I ate 1 of the parts.
I ate ___ of the grapefruit.

A window has 4 panes of glass.
Each pane makes up ___of the glass in the window.

A stick is one yard long.
There are 3 feet in a yard.
1 foot is ___ of a yard.

Mrs. White made a pie this morning.
Her 5 children divided it equally.
Each child got ___ of the whole pie.

Independent Reading

All materials written by a student and reproduced by the teachers were read at one time or another during instruction, and sometimes independently by the student. Students, however, were assigned independent reading exercises, and from a wide selection. For example, they could choose to work in a reference book or textbook related to their area of specialization. Or they could choose to read a selection in a wide variety of supplementary material. Teachers guided students to reading materials which were consistent with the student's readability level. Reading sources used by both teachers and students are listed in the bibliography in this report.

Folders were kept on each student, with comments, reports, and exercises retained inside.

THE LANGUAGE-EXPERIENCE APPROACH TO READING: A CONCLUSION

In the face of all adverse factors, the promise of minority under-educated adults can still be seen. The diversity that many Americans treasure is quite different from the cultural barriers and exaggerated differences which threaten to split the country. Both out of respect for these adults and for a literary program that reflects cultural diversity, we need leaders widely read in literature from as many cultural groups as possible. We need leaders who will reflect this reading, and we need readers who will find themselves through it.

The Language-Experience Approach to reading instruction suggests a more rational, more effective, more humane and less wasteful approach to reading than the numerous patchwork of marginal methods on the market today. The Language-Experience Approach to reading can initiate a vital, vibrant, and vigorous student-teacher interaction. And the Language-Experience Approach to reading can stir within under-achieving adults the realization that there must be--and that there can be--far better ways for them to reach their goals.

EVALUATION OF INSTITUTE,
AUGUST 2 - 13

1. Explain in detail your reaction to the three week Institute.

Since this was the first workshop for me and with no experience teaching in ABE programs, I was a bit apprehensive and unsure of myself as a qualified person to participate. However, the informal, friendly, and humorous atmosphere which quickly developed due to many participants, the director, and Pete Miller made me feel more at ease.

The Institute was very worthwhile. Throughout the three weeks we were able to develop more insight through practice. Also, most of the speakers were most interesting and they opened new dimensions of teaching.

Good. The workshop was interesting and well planned.

Lectures during the first week were valuable instruction with the exception of a few.

I was very impressed with the Institute. I feel that we accomplished a great deal. The first week was excellent, because of the speakers, who gave us a wealth of information on various methods for a reading program.

I thought it excellent in every detail. The speakers the first week all had a very helpful and worthwhile message. All the meetings the first week went like clockwork--I was really impressed by the way the schedule was adhered to and the tremendous amount of "meat" that each speaker included in his or her talk. I regret I didn't have an opportunity to apply in teaching all I learned that first week, although I know I will have ample opportunity in the years to come. The people in the workshop were wonderful and so were the people we worked with in Wilmington. I knew of the Language-Experience approach before the workshop but had never had the opportunity before to use it. It is an excellent tool.

I feel that the Institute has been worthwhile to me for the following reasons: 1) In the three weeks I learned three new (to me) teaching strategies (constructing informal inventoires, sentence expansion, and Language-Experience), 2) I met new and interesting people, and 3) I gained a better insight into the lives and feelings (emotional opinions) of the students in the Manpower Center.

My complete reaction is of a very positive nature. The interaction of all the participants in a completely cooperative atmosphere was very beneficial. I feel that the Institute was well organized and run, holding to its theme and purposes. The complete cooperation of the University staff and availability of teaching materials contributed a great deal to the success of the Institute.

I think that the program was well organized and directed. It seemed that all participants had some goal and certainly worked toward it during the three week period.

The Institute was great. Topics of importance and actual happenings were real and useful. The membership was perfect in that personalities felt each other's cares and interests; there was no end to good human relations. (The students treated each other like the instructor treated the students.) The director was greatly concerned and kept anxious that progress be made in the right direction. The format of background knowledge followed by the teaching experience was most logical. The opportunity to do the written work and further study each day ended the work day in a good tone for beginning the next day.

Interesting, challenging and rewarding.

I was surprised and pleased by the knowledge I gained over the three weeks. The speakers on the whole were quite informative. The Institute attitude was one of "We can make a serious contribution if we work. So let's work."

My reaction to the three week Institute is that it has been very meaningful to me. It has taught me new and better ways to take back to my center much information. The togetherness of all the people involved gave me a comfortable feeling.

I believe it would have been impossible to have better speakers for our Institute. All of my objectives were met to a large degree. In fact, I've gained much more than I had anticipated. I am a very shy person but in this Institute I've been able to bloom a little bit. I've felt very free to converse with others and have probably been more open-mouthed than close-mouthed. This has been the outstanding Institute of my career. More real learning has taken place than I thought possible.

I believe I gained knowledge which will be most helpful in the coming months. Before I came here I was at a loss as how to help an adult on a low reading level, but with the Language-Experience Approach I will be able to help them.

Overall, it was enjoyable. I was somewhat disappointed that I did not seem to be more successful with my student, although when she attended (4 out 8), she seemed to do well. I was quite impressed by the manner and strategy of teaching of some of my colleagues. I learned much in discussions with them. I also think that Dr. Palmer makes a good director, because of his enthusiasm as well as specific and general knowledge.

It was a worthwhile experience for me. I learned a lot about all kinds of people, both students and participants. I thought the workshop was run very smoothly with much consideration given to the participants. It was amazing that everybody could work together so well. For the most part, people were enthusiastic throughout the duration. The practical experience at Brown was the highlight of the Institute. The last two weeks were better than the first week because the participants were actively participating.

The first week's work at the Institute helped to prepare me for the type of work the people in authority had to bring to us. I enjoyed everything that was said or done and the papers that were distributed that could be placed in my files for future use. Graphs, charts, transparencies shown made one think how much study was involved in the fundamentals of learning.

I enjoyed the Institute and learned a great deal from my experiences. The eight days at Brown did a lot for my belief in good, practical and meaningful teaching. The ability to relate-to-the-students problem was of great importance to me. I have built my teaching philosophy around this point: <u>communication</u>, <u>communication</u>, <u>communication</u>.

The three week Institute was a most appropriate and informative experience for me and the occasion I consider a privilege. I feel that this program afforded each participant an opportunity to share in the efforts of attempting to elevate those who are educationally handicapped.

I was able to meet with and listen to those who share the feelings of reading advancement for the under-achievers, as well as those who have been exposed to the rebuilding of the reading curriculum, for the under-achievers. (continued)

The experiences which have been shared in this workshop have informed me of the tremendous work that others are doing as well as the abundant need for further exploration upon the sands of advancement toward an enrichment for ABE in our society.

I have been made aware of the needs of adults and have gained a broader perspective toward ABE as a result of having attended this workshop.

Having been afforded the opportunity, through this Institute, to explore the available literature as well as the chance to listen to and learn the techniques that could best enrich ABE, has made this Institute one of great interest to me.

The experience I deem my most rewarding educational adventure.

I was very much pleased with the varied types of people and programs in the Institute. The way that the Institute was conducted in a relaxed atmosphere which enabled more experiences and knowledge to go between participants. The experiences at the Brown Manpower Skills Center were so valuable and helped so much to make the Institute complete. From my students alone I have gained an insight into problems and ways of working with under-achieving adults.

2. How would you rate the three week Institute on a whole?

A 15 Excellent
B 7 Very good
C 2 Good
D 1 Fair
E ____ Poor

FOLLOW-UP ACTIVITIES

Dr. William Palmer, the Institute director, visited each participant in the Institute during the 1971-1972 fiscal year. During the visit, he:

1. Observed the participant in his teaching experiences,
2. Suggested alternative considerations for the successful implementation of language-experience strategies as they relate to teaching reading in ABE Programs,
3. Conducted a one-to-two day workshop at the participant's place of work, for not only the participant's use but any other interested staff or faculty members.

BIBLIOGRAPHY

Abstracts. Upper Montclair, New Jersey: National Multimedia Center for Adult Education Project Office, Adult Continuing Education Center, Montclair State College, 07043.

Across and Down, Scope Reading And Study Skills. New York: Scholastic Book Service, 1967-68.

Adams, William, Peter Conn and Barry Slepian. Afro-American Literature. Boston: Houghton-Mifflin Company, 1971.

_____. Drama, Teacher's Guide, Afro-American Literature. Boston: Houghton-Mifflin Company, 1970.

_____. Fiction, Teacher's Guide, Afro-American Literature. Boston: Houghton-Mifflin Company, 1970.

_____. Nonfiction, Teacher's Guide, Afro-American Literature. Boston: Houghton-Mifflin Company, 1970.

_____. Poetry, Teacher's Guide, Afro-American Literature. Boston: Houghton-Mifflin Company, 1970.

Adult Basic and Continuing Education Through Oklahoma Learning Centers. Oklahoma State Department of Education, 1970.

Adult Basic Education Administrator's Institute. Montclair, New Jersey: United States Office of Education, 1969.

Adult Basic Education Curriculum and Resource Guide. Richmond, Va.: Adult Education Service, State Department of Education, 1969.

Adult Basic Education--An Evaluation of Materials, Vols. I-III. Albuquerque, N. M.: Southwestern Cooperative Educational Laboratory, Inc., 1971.

Adult Basic Education--Students Progress Guide. Texas: Educational Service Center, Inc.

Adult and Continuing Education. Chicago: The University of Chicago, 1970.

Adult Education Programs and Services, Handbook. Dover, Delaware: State of Delaware, Department of Public Instruction, 1969.

Adult Education: A Social Imperative. Dover, Delaware: Bureau of Adult Education, State Department of Education.

Alger, Ralph K. Increase Your Vocabulary. Bronxville, New York: Cambridge Book Company, 1970.

Aliki. A Weed is a Flower: The Life of George Washington Carver. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.

American Literature, Teacher's Kit. Boston: Houghton-Mifflin Company, 1968.

Aurner, Robert R. & Paul S. Burtness. Effective English. Cincinnati: Southwestern Publishing Company, 1970.

Balish, Herbert, August M. Ladato and George Sullivan. English for Modern Life. New York: Oxford Book Company, 1968.

Ball, Jane E. Fiction, Range of Literature Series. Boston: Houghton-Mifflin Company, 1969.

_____. Designs for Reading: Short Stories. Boston: Houghton-Mifflin Company, 1969.

Bamman, Henry, Robert Whitehead & Gail Burham. Adventures With American Heroes. Westchester, Illinois: Benefic Press, 1968.

_____. Adventures With Athletes and Artists. Westchester, Illinois: Benefic Press, 1968.

_____. Adventures With World Heroes. Westchester, Illinois: Benefic Press, 1969.

Benjamin, Judith G., Seymour Lesh and Marcia K. Freedman. Youth Employment Programs in Perspective. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1965.

Benner, Patricia Ann. Troubleshooter Duplicating Masters. Boston: Houghton-Mifflin Company, 1969.

_____. Spelling Skill, Book 1. Boston: Houghton-Mifflin Company, 1969. (Teacher's Edition available.)

_____. Spelling Action, Book 2. Boston: Houghton-Mifflin Company, 1969. (Teacher's Edition available.)

Benner, Patricia & Virginia L. Law. Word Attack, Book 3. Boston: Houghton-Mifflin Company, 1969. (Teacher's Edition available)

Benner, Patricia Ann Word Mastery, Book 4. Boston: Houghton-Mifflin Comapny, 1969. (Teacher's Edition available.)

_____ Sentence Strength, Book 5. Boston: Houghton-Mifflin Company, 1969. (Teacher's Edition available.)

_____ Punctuation Power, Book 6. Boston: Houghton-Mifflin Company, 1969. (Teacher's Edition available.)

_____ English Achievement, Book 7. Boston: Houghton-Mifflin Company, 1969. (Teacher's Edition available.)

_____ Class Answer Book, Troubleshooter Series. Boston: Houghton-Mifflin Company, 1969.

Bennett, George and Paul Molloy Cavalcade of Poems, Phillips Exeter Academy. New York: Scholastic Magazine, Inc., 1968.

Belth, Marc and Herbert Schueler Liberal Education for Adults Re-examined, The Queens College Program. Chicago: Center for the Study of Liberal Education for Adults, 1959.

Be Informed on Buying an Auto. Syracuse, New York: New Readers' Press.

Be Informed on Housing. Syracuse, New York: New Readers' Press.

Be Informed on Owning an Auto. Syracuse, New York: New Readers' Press.

Be Informed on Personal Credit, Series I. Syracuse, New York: New Readers' Press.

Be Informed on Personal Insurance. Syracuse, New York: New Readers' Press.

Bibliography of Selected Research in Field of Occupational Education. Washington, D.C.: Educational Research Information Center.

Bleiweiss, Robert M., ed. Marching to Freedom: The Life of Martin Luther King, Jr. New York: New American Library, 1968.

Block, Jack and Joe Labonville English Skills for Technicians. New York: McGraw-Hill, 1971.

Boning, R. A. Following Directions, Book E. New York: Barnell Loft, Ltd., 1967.

Bormuth, John R., ed. Readability in 1968. Urbana, Illinois: National Council of Teachers of English, 1968.

Bossone, Richard. The Reading-Study Skills Problems of Students in Community Colleges of the City University of New York. Hostos Community College, 1970.

Brawley, Benjamin. Negro Builders and Heroes. Chapel Hill, North Carolina: University of North Carolina Press, 1937.

Bridging the Employment Gap: Strategies for Success. Manpower Contribution Number 2.

Bright, E. J. Making a Good Living, Reader 2. Webster Classroom, Reading Clinic.

Brown, Vashti and Jack Brown. Proudly We Hail. Boston: Houghton-Mifflin Company, 1968. (Teacher's Guide available.)

Brown, Vashti, Jack Brown and Margaret Lalor. Above the Crowd. Boston: Houghton-Mifflin Company, 1971.

_____. Out in Front. Boston: Houghton-Mifflin Company, 1971.

_____. Stronger Than the Rest. Boston: Houghton-Mifflin Company, 1971.

Buchanan, Cynthia Dee. Programmed Reading for Adults, Books 1-7. New York: McGraw-Hill Book Company, 1966.

Bulletin of School Extension Activities, 1970-1971. Philadelphia: School District of Philadelphia, 1970.

Burns, Hobert W., ed. Sociological Backgrounds of Adult Education. Chicago: Center for the Study of Liberal Education for Adults, 1963.

Business English Workbook: Models and Methods for More Effective Business Writing. The Perfection Form Company, 1968.

"Buyer Be Wary" Cautions IRA. Newark, Delaware: International Reading Association.

Cain. The Black Hero, Teaching Guide, Scholastic Black Literature Series. New York: Scholastic Magazine and Book Services, 1970.

Calkins, Eloise O. Reading Forum: A Collection of Reference Papers Concerned With Reading Disability. Bethesada, Maryland: U.S. Department of Health, Education and Welfare, 1970.

Carey, James T. Why Students Drop Out. Chicago: Center for the Study of Liberal Education for Adults, 1953.

Carlin, Jerome, Henry Christ and Glenn Holder. English on the Job, Book I & II. New York: Globe Book Company, Inc., 1970. (Answer Keys available.)

Carlin, Jerome and John T. Ellsworth. English on the Job, Book A. New York: Globe Book Company, Inc., 1970.

Carlsen, T. Encounters, Teacher's Resource Guide. St. Louis: Webster Divison, McGraw-Hill Book Company, 1967.

Carrillo, Lawrence. Reading Institute Extension Service, Vol. I. Chicago: Science Research Associates, 1966.

Cass, Angelica W. How to be a Wise Consumer. New York: Oxford Book Company, 1959.

_____. How We Live. New York: Noble and Noble, 1966.

Catalog of Diagnostic Instruction Materials. Allied Education Council.

Challenges, Houghton-Mifflin Action Series. Boston: Houghton-Mifflin Company, 1970.

Change and Contrast: The Children and the Public Schools. Baltimore: National Education Association, 1967.

Charry, Lawrence. Scope Visuals 8. New York: Scholastic Book Services, 1970.

_____. Word Puzzles and Mysteries II, Teacher's Edition. New York: Scholastic Book Services, 1970.

_____. Across and Down, Teacher's Edition. New York: Scholastic Book Services, 1970.

Chase, Mary Ellen, Arno Jewett and William Evans Values in Literature. Boston: Houghton-Mifflin, 1968.

Classroom Periodicals, 1970-71. Columbus, Ohio: American Education Publications.

Clayton, Ed. Martin Luther King: The Peaceful Warrior. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

Cline, Joy, Ken Williams and Dan Donlaw Spectrum Literature, Language, and Composition, Vol. 2. Boston: Ginn and Company, 1969.

_____ Voices in Literature, Language, and Composition, Vol. 1. Boston: Ginn and Company, 1969.

Cline, Joy and Ken Williams Voices in Literature, Language, and Composition, Book 3. Boston: Ginn and Company, 1964.

Cline, Joy, Ken Williams, Mahoney and Dziuk Voices in Literature, Language, and Composition, Book 4. Boston: Ginn and Company, 1964.

Cognitive Abilities Set, Specimen Set. Boston: Houghton-Mifflin Company.

College Selection Program, Specimen Set. Boston: Houghton-Mifflin Company.

"The Community as a Teacher of Teachers," WCOTP Seminar. Washington, D.C., 1970.

Content Evaluation Series, Specimen Set. Boston: Houghton-Mifflin Company.

Continuing Education for Adults and the State of New York. Albany: State Education Department, 1960.

Cooper, William M. and Vivian C. Ewing How to Get Along on the Job. New York: Holt, Rinehart and Winston, 1966.

Countdown, Scope Reading and Study Skills. New York: Scholastic Book Service, 1967-68.

Cowboys in Alaska, Book 4. New York: Collier-MacMillan.

Crabtree, Arthur P. An Adult Education Bibliography. New Jersey State Department of Education, 1968.

Crabtree, Jack. Adult Education: A Social Imperative. Washington, D.C.: Bureau of Adult Education.

Cramer, Ward. Keys to Your Reading Improvement. Portland, Maine: J. Weston Walch, 1961.

Crawford, Frank, ed. Dimensions, Teacher's Edition, Scope Reading Skills 2. New York: Scholastic Book Services, 1970.

Crosscurrents, Houghton-Mifflin Action Series. Boston: Houghton-Mifflin Company, 1970.

Cuban, Larry. The Negro in America. Atlanta: Scott, Foresman and Company, 1964.

Curricular Information Index. New Jersey: National Multimedia Center for Adult Basic Education.

Curriculum Guide to Adult Basic Education Series. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1966.

Daiches, David, Arno Jewett, Walter Havighurst and John Searles. English Literature. Boston: Houghton-Mifflin, 1968.

Daily Vocational Tests, Specimen Set. Boston: Houghton-Mifflin Company.

Davidson, Edmonia W. Family and Personal Development in Adult Basic Education. Washington, D.C.: National University Extension Association, 1971.

DeCrow, Roger. Administrative Practices in University Evening College. Chicago: Center for the Study of Liberal Education for Adults, 1962.

DeCrow, Roger and Stanley Grabowski, eds. A Register of Research and Investigation in Adult Education. Syracuse: ERIC Clearinghouse on Adult Education, 1968.

DeGasztold, Carmen Bernos. Prayers From the Ark. New York: The Viking Press, 1962.

Design for Community Action. Washington, D.C.: Division of Youth Services and Employment Standards, 1962.

Developing Reading Skills. Illinois: Laidlaw Brothers, 1965.

Dialogue with a Teacher of Listeners, Speakers, Readers, Writers. Dover, Delaware: Department of Public Instruction, 1967.

Dietrich, Dorothy M. and Virginia H. Mathews. Reading and Revolution: The Role of Reading in Today's Society. Newark, Delaware: International Reading Association, 1970.

Dimensions, Scope Reading and Study Skills. New York: Scholastic Book Services, 1967-68.

Dimensions in Health. Chicago: Lyons and Carnahan Educational Publishers. (Chart also available.)

Directory of Adult Education Personnel and Courses. Dover, Delaware: Department of Public Instruction, 1970.

Drabkin, Marjorie. Designs for Reading: Nonfiction Prose. Boston: Houghton-Mifflin Company, 1969.

Drugs. New York: Scholastic Book Services.

Dumas, Alexandre. The Black Tulip. New York: Collier-Macmillan Company, 1970.

Dunning and Lee. Frontiers, Scholastic Literature Unit. New York: Scholastic Book Services.

Dunning, Stephen, Andrew Carrigan and Ruth Clay. Poetry: Language Forms. New York: Scholastic Book Services, 1970.

Dunning, Stephen, Robert Smith and Jane Sprague. Prose and Poetry on the Theme of A Small World, Scholastic Literature Unit. New York: Scholastic Book Services, 1970.

Educational Specifications and Space Allocations. Wilmington, Delaware: New Castle County Vocational-Technical High School.

Eight Steps to Better Training. Washington, D.C.: Chamber of Commerce of the United States.

Elliott, Lawrence: George Washington Carver. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

Elliott, George P., Philip McFarland, Harvey Granite and Morse Peckham. Themes in World Literature. Boston: Houghton-Mifflin, Company, 1970.

Encounters, Houghton-Mifflin Action Series. Boston: Houghton-Mifflin Company, 1970.

English for Modern Life. New York: Oxford Book Company, 1968.

English Language Arts: Curriculum Supplement. Dover, Delaware: Department of Public Instruction.

Entrance Placement Inventory for "Our New Language" Students. Washington, D.C.: Public Schools of the District of Columbia.

Epstein, Sam and Beryl Epstein. George Washington Carver: Negro Scientist. Champaign, Illinois: Gairard Publishing Company, 1960.

Evaluation of Adult Basic Education, Delaware. Dover, Delaware: Department of Public Instruction, 1969.

Evaluation of Adult Basic Education in Pennsylvania. September 1970.

Evening Program in Adult Education. Wilmington, Delaware: New Castle County Vocational-Technical School District, 1971.

Fact or Fiction. New York: Collier-Macmillan Company, 1970.

Federal Textbook on Citizenship. Washington, D.C.: U.S. Government Printing Office, 1963.

Final Report: Demonstration Learning Centers Project Newark-Camden, New Jersey, Vol. I-III. Bureau of Adult and Continuing Education, Division of Vocational Education, New Jersey Department of Education, 1970.

Focus on Public School Adult Education. Washington, D.C.: National Association of Public School Adult Educators, 1962.

For 1970/71: Four Programs for Underachievers From the Editors of Scholastic Scope. New York: Scholastic Magazine, Inc.

Forces, Houghton-Mifflin Action Series. Boston: Houghton-Mifflin Company, 1970.

Forum. New York: J.C. Penny, Inc., Spring/Summer 1970.

Forum. New York: J.C. Penny, Inc., Spring/Summer 1971.

Four Short Mysteries. New York: Collier-Macmillan Company, 1970.

Fraser, H. Hunter and Bernard Greenberg. Starting Work. New York: Syracuse University Press, 1963.

Free to Choose, Teacher's Edition. Field Educational Publications, Inc., 1969.

Freeman, Mildred, ed. City Books. New York: Globe Book Company.

Fries, L. Chloe, Beverly Marsh and Richard Tomlinson. Your Own Thing, Contemporary Reading Series. San Francisco: Leswing Communications, Inc., 1970. (Six books with student exercise books and teacher's manual.)

Frontiers, Scholastic Literature Units. New York: Scholastic Magazine and Book Services.

General Curricular Area. Monclair, New Jersey: National Multimedia Center for Adult Basic Education.

Goldbert-Brunber. The Job Ahead. Chicago: Science Research Associates, 1963.

Goldman, Freda H. University Adult Education in the Arts. Chicago: Center for the Study of Liberal Education for Adults, 1961.

Goldavig, Beryl. Scope Skills Books. New York: Scholastic Book Services, 1969. (Five books and teacher's editions available.)

Goodykoontz, William R., ed. Law, Contact Series. New York: Scholastic Book Services, 1970. (Logbook available.)

Goodykoontz, William, ed. Loyalties, Contact Series. New York: Scholastic Book Services, 1970.

Gordon, Edward J., Gary Burgard and Prudence A. M. Young. A Programmed Approach to Writing. Boston: Ginn and Company, 1964.

Gorden, Morton. Daytime School for Adults. Boston: Center for the Study of Liberal Education for Adults, 1967.

Gordon, Sol. Signs, Book 1. Syracuse, New York: New Reader's Press, 1971.

Goss, Jocelyn Pretlow. The Thomases Live Here. New York: Holt, Rinehart and Winston, 1965.

The Governor's Conference on Aging. Newark, Delaware: University of Delaware, 1968.

Graham, Shirley and George Lipscomb. Dr. George Washington Carver: Scientist. New York: Simon & Schuster, Inc., 1944.

Granite, Harvey R., Millard H. Black, Virginia F. Lewis and Jo M. Stanchfield. Challenges, Crosscurrents, Encounters, Forces, and Reactions, Houghton-Mifflin Action Series. Boston: Houghton-Mifflin Company, 1970. (Reading Practice and Teacher's guide available.)

Guidance and Counseling Project for Adult Basic Education, Final Report for 1970, Region VI.

Gunn, M. Agnella, ed. What We Know About High School Reading: What Does Research in Reading Reveal? Urbana, Illinois: National Council of Teachers of English.

Haag, Lydia D. Guidebook to Better English. Oklahoma City: Educational Guidelines Company, 1968.

Harrison, Paul C., Jr. and Carl A. Lindsay. Planning Studies in Continuing Education. University Park, Pennsylvania: The Pennsylvania State University, 1971.

Havighurst, Walter, Philip McFarland, Arno Jewett and Josephine Lowery. Exploring Literature. Boston: Houghton-Mifflin Company, 1968.

Haywood, Kenneth, ed. A Live Option: The Future of Evening College. Boston: Center for the Study of Liberal Education for Adults, 1965.

Hein, Piet. Grooks. Garden City, New York: Doubleday and Company, Inc., 1966.

Henmon-Nelson Tests of Mental Ability, Specimen Set. Boston: Houghton-Mifflin Company.

Holden, John. Adult Education and the Public Schools. Washington, D.C.: United States Department of Health, Education and Welfare, 1969.

Holt's Impact. New York: Holt, Rinehart, and Winston, Inc.

Hoopes, Ned E. and Diane A. Wilbur, eds. The Lighter Side, Scholastic Literature Unit Anthology. New York: Scholastic Book Services, 1969.

Hornburger, Jane M. So You Have an Aide. Wilmington, Delaware: Wilmington Public Schools, 1970.

Houghton-Mifflin Literature Series, Teacher's Kit, Progress Tests and Key. Boston: Houghton-Mifflin Company, 1968-70.

Hurley, Jane and Doris McGee Hughes. Afro-Americans Then and Now. West Chester, Illinois: Benefic Press, 1969.

Individualized Learning for Adults, Communication Skills and Mathematics. Philadelphia, Pennsylvania: Adult Basic Education, 1971.

Institutes in Adult Basic Education. School of Education, University of Wisconsin, 1970.

"International Reading Association." Newark, Delaware: International Reading Association.

An Introduction to the Mott Basic Language Skills Program. Chicago: Adult Education Council.

"An Invitation to Membership in Adult Education Association of the U.S.A." Washington, D.C.: Adult Education Association.

Iowa Tests of Basic Skills. Boston: Houghton-Mifflin Company, 1971.

The Island of Truth, Book 5. New York: Collier-Macmillan, 1970.

Janeway, Elizabeth, Philip McFarland, Arno Jewett, Josephine Lowery. Discovering Literature, Houghton-Mifflin Literature Series. Boston: Houghton-Mifflin Company, 1968.

Jobs in Your Future, Scope Reading and Study Skills. New York: Scholastic Book Service, 1967-68.

Job-Related Adult Basic Education, Vols. I & II. Falls Church, Virginia: System Development, 1971.

Jochen, Albert and Benjamin Shapiro. Vocational English-1. New York: Globe Book Company, 1968. (Teacher's Guide available)

_____. Vocational English-2. New York: Globe Book Company, 1969. (Teacher's Guide available.)

_____. Vocational English-3. New York: Globe Book Company, 1971. (Teacher's Guide available.)

Journal of Applied Behavioral Science. New York: National Training Lab, February-March 1965.

The Journal of Reading. Newark, Delaware: International Reading Association, 1968-71.

Jubara, Frank. What's in the Tool Box? Johnstown, Pennsylvania: Mafex Associates, Inc., 1971.

Kegler, Stanley B. Animals, Scholastic Literature Unit. New York: Scholastic Magazine Inc., 1971.

Know Your World. Columbus, Ohio: American Education Publications, Sept. 16, 1970.

Knox, Alan B. The Audience for Liberal Adult Education. Chicago: Center for the Study of Liberal Education for Adults, 1962.

Koehler, Lawrence E. Handbook for Teachers of Adults. Sacramento, Cal.: California State Department of Education, 1968.

Kohler, Terrence. Your School Newspaper. Boston: Houghton-Mifflin Company, 1969.

Koschnick, Kay, ed. I Am One of These. Syracuse, New York: New Readers' Press, 1970.

Kottmeyer, William and Kaye Ware. Conquest in Reading. Chicago: McGraw-Hill Book Company, 1962. (Workbook and Teacher's Manual available.)

Lambert, Robert. The Range of Literature: Drama. Boston: Houghton-Mifflin Company, 1969.

Laurence, Mae. The Search, Teaching Guide, The Scholastic Black Literature Series. New York: Scholastic Book Service, 1971.

Lerner, Lillian and Margaret Moller. The Delso Sisters, Beauticians. Chicago: Follett Publishing Company, 1965.

_____. John Leveron: Auto Mechanic. Chicago: Follett Publishing Company, 1965.

_____. The Millers and Willie B, Butcher, Baker, Chef. Chicago: Follett Publishing Company, 1965.

_____. Marie Perrone: Practical Nurse. Chicago: Follett Publishing Company, 1965. (Teacher's Edition available.)

_____. Teacher's Guide and Answer Key, Follett Vocational Reading Series. Chicago: Follett Publishing Comapny, 1965.

Logan, Ruford W. and Irving S. Cohen. The American Negro: Old World Background and New World Experience. Boston: Houghton-Mifflin Company, 1970.

The Love Letter, Book 2. New York: Collier-Macmillan Company. (Collier-Macmillan English Readers)

Luke, Robert A., ed. Teaching the Disadvantaged Adult. Dover, Delaware: State Department of Public Instruction, 1969.

Lynn, Kenneth S., ed. Designs for Reading Short Stories. Boston: Houghton-Mifflin Company, 1969.

Madden, Kenneth. Delaware State Plan for Adult Basic Education. Dover, Delaware: Delaware Department of Public Instruction.

A Magazine Reader. Toronto: Collier-Macmillan Company, 1969.

Make It Good. Madison, Wisconsin: Rural Family Development, 1970.

Mangano, Joseph A. Strategies for Adult Basic Education. Newark, Delaware: International Reading Association, 1971.

Marland, Michael, ed. Looking at Advertising. Portsmouth, Great Britain: Grosvenor Press, 1965.

Marshall, Carol and John A. Myers, Jr. Designs for Reading: Poems. Boston: Houghton-Mifflin Company, 1969.

Marshall, Carol. Twentieth Century Poetry. Boston: Houghton-Mifflin Company, 1971.

Massey, Ellen Gray. "Wanted--English for Vocational Students." English Journal, January 1971.

McDaniel, Reuben R., Jr. World of Work, Teacher's Guide. Hightstown, New Jersey: McGraw-Hill, Inc., 1969.

Meltzer, Milton. In Their Own Words: A History of the American Negro, 1619-1865. New York: Thomas Y. Crowell Company, 1964.

_____. In Their Own Words: A History of the American Negro, 1865-1916. New York: Thomas Y. Crowell Company, 1965.

_____. In Their Own Words: A History of the American Negro, 1916-1966. New York: Thomas Y. Crowell Company, 1967.

Miller, Harry L. Participation of Adults in Education. Boston: Center for the Study of Liberal Education for Adults, 1967.

Miller, Leonard. Under the Bridge. Trenton, New Jersey: Miller Racing, Inc., 1970.

Modern Consumer Education. New York: Grolier Educational Corporation, 1970. (Includes Cars, Furniture and Appliances; You and the Law; Ways to Handle Money; Food, Clothing, Shelter; Ways to Shop; Protecting Family Health and Security.)

Moore, Malcolm. Paragraph Development. Boston: Houghton-Mifflin Company, 1969.

_____. Sentence Improvement. Boston: Houghton-Mifflin Company, 1971.

The Mott Basic Language Skills Program Placement Guide. Galien, Michigan: Allied Education Council.

The Mott Basic Language Skills Program, Placement Guide (new revised). Galien, Michigan: Allied Education Council.

The Mott Basic Language Skills Program. Gelien, Michigan: Allied Education Council, 1970. (Includes To Buy or Not To Buy; Born To Fly and Other Stories; The Big Dipper and Other Stories; Basic Numbers and Money; Word Bank; Teaching Adults to Read; Semi-Programmed Series, Book 3, 1300-1310; Teachers Manual; Instructional Manual, 300, 600 & 900.)

Murder Now and Then. New York: Collier-MacMillan Company, 1970.

Murray and Thomas, eds. The Black Hero, Record and Posters, Scholastic Black Literature Series Posters. New York: Scholastic Magazine and Book Services, 1970.

_____ The Search, Black Literature Series. New York: Scholastic Book Service, 1971.

Myers, Fred B. The Range of Literature: Nonfiction Prose. Boston: Houghton-Mifflin Company, 1969.

Myers, John A. and Carol Marshall The Range of Literature: Poetry. Boston: Houghton-Mifflin Company, 1969.

When You're Teaching Adults. Washington, D.C.: National Association of Public School Adult Educators, 1961.

Nelson Reading Test, Specimen Set. Boston: Houghton-Mifflin Company.

New Reading Program for Underachievers. New York: Scholastic Book Service.

New Streamlined English. Syracuse, New York: New Reader's Press.

New York State Adult Learning Centers. New York: New York Education Department, 1969.

Nordbery, H. Orville and Iris E. Nordberg Free to Choose: A Guide to Effective Communication, Teacher's Guide. San Francisco: Field Educational Publications, Inc., 1969.

Nordbery, H. Orville and Iris E. Nordberg. World of Worlds: A Guide to Effective Communication. San Francisco: Field Educational Publications, Inc., 1970.

Nursing. Dover, Delaware: Department of Public Instruction, 1965.

"Oh, No, Not English Again," Educate, January 1971.

Olson, Helen, ed. Moments of Decision, Scholastic Literature Unit. New York: Scholastic Book Service, 1970.

Olean, Sally J. Changing Patterns in Continuing Education for Business. Boston: Center for the Study of Liberal Education for Adults, 1967.

Pagano, Jules. Education in the Peace Corps: Evolving Concepts of Volunteer Training. Boston: Center for the Study of Liberal Education for Adults, 1965.

Parker, Elaine M. The Adult Basic Education Training Institute for Teachers of Blind and Visually Limited Adults. Washington, D.C.: U.S. Office of Education, 1965.

Participation of the Poor in the Community Decision-Making Process. Washington, D.C.: Office of Economic Opportunity, 1969.

Patrick, John J. The Progress of the Afro-American. Westchester, Illinois: Benefic Press, 1970.

Patterson, Lillie. Martin Luther King, Jr.: Man of Peace. Champaign, Illinois: Garrard, 1969.

The People Speak, Book 1, Collier-Macmillan English Readers. New York: Collier-Macmillan Company.

Personal Assistance Laboratory. Washington, D.C.: Adult Education Demonstration Center, 1970.

Placement Test for Programmed Reading for Adults, Books 1-8. New York: McGraw-Hill, 1957.

A Platform for Continuing Education for Adults and the State of New York. Albany, New York: State Education Department, 1960.

Poetry Records and Books, Box Sets. New York: Scholastic Book Service.

Potter, Robert R. English Everywhere. New York: Globe Book Company, Inc., 1971.

The Presidency in Conflict. New York: Collier-Macmillan Company, 1970.

Prestwood, Elwood L. Practice in English. Boston: Houghton-Mifflin Company, 1963.

Pre-Vocational Material. Newark, Delaware: University of Delaware, 1965. (Includes carpentry, technical drawing, recreation, bricklaying, beauty culture, waitress, retail selling.)

Purdue High School English Test, Specimen Set. Boston: Houghton-Mifflin Company.

Reactions, Houghton-Mifflin Action Series. Boston: Houghton-Mifflin Company, 1971.

Read. Columbus, Ohio: American Education Publications, September 11, 1970 and October 9, 1970.

Reading Materials for Special Education Programs. Manchester, Missouri: McGraw-Hill Book Company.

Reading Skills Builder. Pleasantville, New York: Reader's Digest. P1-B1, P1-B2 (Teach), P2-B2, P2-B2 (Teach), P1-P3 (Teach), P2-B3, P2-B3 (Teach), P1-B4, P2-B4, P1-B5, P1-B6.

The Reading Teacher. Newark, Delaware: International Reading Association, 1960-1970.

Reflections on a Gift of Watermelon Pickle and Other Modern Verse. New York: Scholastic Book Services, 1970.

Reiter, Irene M. and George D. Spache. Why Can't They Read It? Philadelphia, Pennsylvania: Polaski Company, 1970.

Richardson, Ben. Great American Negroes. New York: Thomas Y. Crowell Company, 1956.

Rockowitz, Murray. Prose and Poetry on the Theme of Family, Scholastic Literature Unit. New York: Scholastic Book Service, 1971.

Rogers, Ruth and Paul R. Stewart. Keys to English Mastery. Oklahoma City, Oklahoma: The Economy Company, 1970.

"Roles, Responsibliities and Qualifications of Reading Specialists." Newark, Delaware: International Reading Association.

Rollins, Charlemae Hill. They Showed the Way. New York: Thomas Y. Crowell, Company, 1964.

The Russells of Hollytree Circle. New York: Collier-Macmillan Company, 1970.

Scanlan, David. Five Comedies. Boston: Houghton-Mifflin Company, 1971.

Scenes of America. New York: Collier-Macmillan Company 1970.

Schachter-Whelan. Activities for Reading Improvement, Book 3. Austin, Texas: Stech-Vaughn, 1964.

_____. Record Pages, Form 4, Reading Labs 1B and 1C. Chicago: Science Research Associates, 1963.

_____. Guidelines to Better Reading, Teacher's Manual. Educational Guidelines, 1968.

Schachter, Norman. English the Easy Way. Cincinnati, Ohio: South-Western Publishing Company, 1969.

Scholastic Paperback Books and Language Arts Programs 1971. New York: Scholastic Book Services, 1971.

Scholastic Teacher. New York: Scholastic Magazines, November 2, 1970.

Scholastic Voice Magazine. New York: Scholastic Magazines, January 11, 1971, March 8, 1971, February 8, 1971, and March 1, 1971.

Scholastic Scope Magazine. New York: Scholastic Magazines, November 16, 1970, May 10, 1971, November 9, 1970, September 14, 1970 (Teacher's Edition), March 8, 1971, December 14, 1970 and December 7, 1970.

Schorer, Mark, Arno Jewett, Walter Havighurst and Allen Kirschner. American Literature. Boston: Houghton-Mifflin Company, 1968.

Science Research Associates Occupational Guidance Materials. Chicago: Science Research Associates.

Science Research Associates Reading Lab, I. Chicago: Science Research Associates. (Check Tests and Keys available.)

Science Research Associates Reading Lab, IIA, IIB, and IIIA. Chicago: Science Research Associates.

Scope Visuals, 1, 3, 6-8. New York: Scholastic Book Services, 1969.

Scope Posters. New York: Scholastic Book Services, 1970.

Scope: Reading Skills Wide World. New York: Scholastic Book Services, 1969.

Shackelford, Jane D. The Child's Story of the Negro. Washington, D.C.: Associated Publishers, Inc., 1956.

Shafer, Robert E., ed. Prose and Poetry on the Theme of Success, Scholastic Literature Units. New York: Scholastic Book Services, 1967.

Shrader, Hugh E. The World of Work. Portland, Maine: J. Weston Walch, 1968.

The Silver Elephant, Book 3, Collier-Macmillan English Readers. New York: Collier-Macmillan Company.

Smiley, Marjorie B., Florence B. Freedman and Domenica Paterno. Creatures in Verse. New York: The Macmillan Company, 1967.

Smiley, Marjorie and others. People in Poetry. Toronto: Macmillan Company, 1966.

Smith, Nila Banton. Be A Better Reader, Book A. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968. (Teacher's edition, Book B and C also available.)

_____. Be A Better Reader, Book I, third edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969. (Teacher's edition available.)

Science Research Associates Occupational Guidance Materials. Science Research Associates.

Science Research Associates Reading Lab, I. Chicago: Science Research Associates. (Check Tests and Keys available.)

Science Research Associates Reading Lab, IIA, IIB, and IIIA. Chicago: Science Research Associates.

Scope Visuals, 1, 3, 6-8. New York: Scholastic Book Services, 1969.

Scope Posters. New York: Scholastic Book Services, 1970.

Scope: Reading Skills Wide World. New York: Scholastic Book Services, 1969.

Selby. Child's Story of Negro. Washington, D.C.: Associated Publishing, Inc., August 4, 1971.

Shackelford, Jane D. The Child's Story of the Negro. Washington, D.C.: Associated Publishers, Inc., 1956.

Shafer, Robert E., ed. Prose and Poetry on the Theme of Success, Scholastic Literature Units. New York: Scholastic Book Services, 1967.

Shrader, Hugh E. The World of Work. Portland, Maine: J. Weston Walch, 1968.

The Silver Elephant, Book 3, Collier-Macmillan English Readers. New York: Collier-Macmillan Company.

Smiley, Marjorie B., Florence B. Freedman and Domenica Paterno. Creatures in Verse. New York: The Macmillan Company, 1967.

Smiley, Marjorie and others. People in Poetry. Toronto: Macmillan Company, 1966.

Smith, Nila Banton. Be A Better Reader, Book A. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968. (Teacher's edition, Book B and C also available.)

_____. Be A Better Reader, Book I, third edition. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1969. (Teacher's edition available.)

Smith, Nila Banton. Be A Better Reader, Book III, third edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970. (Teacher's edition available.)

Smith-Wilbert. How to Read Better, Book I and II. Austin, Texas: Steck-Vaughn, 1964.

_____. I Want to Read Better, Revised Edition. Austin, Texas: Steck-Vaughn, 1965.

Smith Harley A. I Want to Learn English, Revised Edition. Austin, Texas: Steck-Vaughn Company, 1965.

Sohn, David A. Come to Your Senses, A Program in Writing Awareness. New York: Scholastic Book Services.

Sourifman, Vivian M., ed. Guidelines for Adult Basic Education Learning Centers. New Jersey Department of Education, 1970.

Spache, George D. Advanced Reading Skills. Pleasantville, New York: Reader's Digest.

Spangler, Earl. The Negro in America. Minneapolis, Minnesota: Lerner Publishing Company, 1969.

Spell Correctly, 8, Teacher's edition. Morristown, New Jersey: Silver Burdett Company, 1971.

Spelling. Bronxville, New York: Cambridge Book Company, 1970.

Spelling Test, Specimen Set, Reading Test and Vocabulary Test. New York: McGraw-Hill Book Company.

Sprint, Scope Reading and Study Skills. New York: Scholastic Book Service, 1967-68.

Squire, James R. The Responses of Adolescents While Reading Four Short Stories. Champaign, Illinois: National Council of Teachers of English, 1964.

_____. Survival: A Scholastic Literature Unit Anthology. New York: Scholastic Book Services, 1967.

Stanchfield, Jo M. Teacher's Guide: Challenges, Houghton-Mifflin Action Series. Boston: Houghton-Mifflin Company, 1970.

Stanchfield, Jo M. Reading Practice: Crosscurrents, Teacher's edition, Houghton-Mifflin Action Series. Boston: Houghton-Mifflin Company, 1970.

Stanek, Muriel. How Immigrants Contributed to Our Culture. Westchester, Illinois: Benefic Press, 1970.

Stauffer, Russell G. et al. Rapid Comprehension Through Effective Reading, Book 2. Haddonfield, New Jersey: Learn, Inc., 1969.

Stories to Surprise You. New York: Collier-Macmillan Company, 1970.

Student Record Book, Modern Consumer Education. New York: Grolier Education Corporation, 1970.

Sweet, John. Designs for Reading: Plays. Boston: Houghton-Mifflin Company, 1969.

Teaching Adult Basic Reading. New York: University of the State of New York, 1968.

Techniques for Teachers of Adults. Washington, D.C.: National Association for Public Continuing and Adult Education, 1970.

Thomas, J. Alan and William S. Griffith. Adult and Continuing Education. Chicago: Midwest Administration Center, 1970.

Three Detective Stories. New York: Collier-Macmillan Company, 1970.

Timkin, Joe and M. Mattie Harrison. Adult Basic and Continuing Education Through Oklahoma Learning Centers. Oklahoma State Department of Education, 1970.

Toyer, Aurelia. Get Your Money's Worth. New York: Holt, Rinehart and Winston, Inc., 1965.

Turner, Richard H. The Jobs You Get, Turner-Livingston Reading Series. New York: Follett Publishing Company, 1962.

Twelve Famous Americans. New York: Collier-Macmillan Company, 1970.

Ulmer, Curtis. Teaching the Disadvantaged Adult. Washington, D.C.: National Association for Public School Adult Education, 1969.

Urban World. Columbus, Ohio: American Education Publications, October 15, 1968.

Vance, Bruce. Exposition: Folio for Writers. Clarke, Irwin and Company, Ltd., 1969.

_____. Narration: Folio for Writers. Clarke, Irwin and Company, Ltd., 1969

_____. Poetry: Folio for Writers. Clarke, Irwin and Company, Ltd., 1969.

Van Doren, Mark, Arno Jewett, Olga Achtenhagen and Margaret Early. Insights Into Literature, Houghton-Mifflin Literature Series. Boston: Houghton-Mifflin Company, 1968.

The Vanishing Lady. New York: Collier-Macmillan Company, 1970.

Van Zandt, Eleanor, ed. Pattern For Reading. New York: Scholastic Magazine, Inc., 1970.

Voice. New York: Scholastic Book Services, January 11, 1971; March 8, 1971; March 1, 1971 and February 8, 1971.

Walker, Jerry L. Pop/Rock Lyrics. New York: Scholastic Book Services, 1971.

Washington, William. The Journey, Teaching Guide, Black Literature Series. New York: Scholastic Book Services, 1970.

Watson, Willie Mae. Martin Luther King. Syracuse, New York: New Reader's Press, 1968.

_____. We Honor Them, Vols. I, II, III. Syracuse, New York: New Reader's Press, 1964.

Weeks, Douglas. Blacks in Time: Stories of Negroes in American History. Syracuse, New York: New Reader's Press, 1969.

When You're Teaching Adults. Washington, D.C.: National Association of Public School Adult Educators, 1961.

"Why Join the IRA?" Newark, Delaware: International Reading Association.

Wide World, Scope Reading and Study Skills. New York: Scholastic Book Services, 1967-68.

Wimer, Frank H. Communications Requirements for Technical Occupations. Washington, D.C.: Coordination Council for Occupational Education, 1970.

Wister, Owen. The Virginian, Collier-Macmillan English Readers. New York: The Macmillan Company, 1964.

Woessner, Nina and William D. Sheldon. The Big Ones. Boston: Allyn and Bacon, 1969.

The World is at Your Fingertips--Career Books. New York: Dodd, Mead, and Company, Inc.

World of Words, Teacher's edition. Field Educational Publications, Inc., 1970.

World of Work, Teacher's Guide. New York: McGraw-Hill Book Company, 1969.

Word Puzzles and Mysteries, Scope Reading and Study Skills. New York: Scholastic Book Service, 1967-68.

APPENDIX

BACKGROUND INFORMATION ON PARTICIPANTS

Lee C. Akers

I. Educational Background
   A. Elementary--McKinley Elementary School, Mount View, West Virginia
   B. Secondary--Shady Spring High School, Beaver, West Virginia
   C. College--Concord College, Athens, West Virginia; B.S. in Education
   D. Post graduate--Some completed at the University of Delaware

II. Teaching Experience
   A. Fayette County, West Virginia
      3 years
      One room school
   B. Raliegh County, West Virginia
      2 years
      Elementary teacher
   C. Griffith School, Raliegh County, West Virginia
      6 years
      One room school
   D. Glade Creek Elementary, West Virginia
      2 years
      Principal-teacher-coach, two room school
   E. Central Elementary, Dover, Delaware
      3 years
   F. Central Middle School, Dover, Delaware
   G. William Henry Middle School, Dover, Delaware
      5 years
      Math and Reading teacher

III. ABE Experience
   A. Charter member of ACEAD
   B. Viola ABE Center, Dover, Delaware
      3 years
   C. Harrington Center, Dover, Delaware
      1 year

IV. Present Position
   A. Teacher of Math and Reading at William Henry Middle School, Dover, Delaware

James Barbar

I. Educational Background
   A. Secondary--Boston English High
   B. College--St. Bonaventure University; A.B.
   C. Post graduate--Boston University; A.M.
      New England School of Law; LL.B.
      New England School of Law; Doctor of Jurisprudence

II. Teaching Experience (15 year total)
   A. Cheshire Academy
   B. Millersburg Military Institute
   C. Calvin Coolidge College
   D. Highland School District
   E. West Virginia Wesleyan College
   F. Dover High School

III. ABE Experience
   A. None

IV. Present Position
   A. Dover High School, Dover, Delaware
      Twelfth grade English teacher, acadmic and vocational students

James C. Bordley, Jr.

I. Educational Background
   A. Elementary--Delaware
   B. Secondary--Booker T. Washington and Delaware State High School
   C. College--Delaware State College; B.S. in 1953.
   D. Post graduate--enrolled in graduate school at University of Delaware

II. Teaching Experience
   A. Delaware Public School System
      14 years
      Secondary and Elementary levels

III. ABE Experience
   A. Charter member in Delaware Program
   B. 4 years

IV. Present Position
   A. Capital School District
      6th grade math

Elizabeth C. Carter

I. Educational Background
   A. Elementary--Lancaster Public Schools, Lancaster, Pennsylvania
   B. Secondary--Lancaster Public Schools, Lancaster, Pennsylvania
   C. College--West Chester Teacher's College, West Chester, Pennsylvania; two year program. Also done work at Millersville Teacher's College, Lancaster, Pennsylvania

II. Teaching Experience
   A. Public schools of Maryland and Virginia
      15 years

III. ABE Experience
   A. Lancaster, Pennsylvania
      2 years

IV. Present Position
   A. ABE Center in Lancaster, Pennsylvania

Phyllis S. Costley

I. Educational Background
   A. Dunbar Senior High School, Washington, D.C.
   B. College--Northern Virginia Community College; presently enrolled

II. Teaching Experience
   A. Present position

III. ABE Experience
   A. Arlington, Virginia
      2+ years
      Teacher's Aide and Counselor-Recruiter

IV. Present Position
   A. Arlington Accelerated Learning Educational Center
      Teacher's Aide

Lewis E. Elliott

I. Educational Background
   A. Secondary--Dunbar High School
   B. College--West Virginia State College; B.A. in Education in 1962
   C. Post graduate--West Virginia University; M.A. in Administration in 1969.

II. Teaching Experience
   A. Elementary teacher
      7 years
   B. Elementary school principal
      2 years

III. ABE Experience
   A. Dunbar, West Virginia
      2 years

IV. Present Position
   A. Elementary principal and teaching adults at night

Frances F. Evans

I. Educational Background
   A. Secondary--Elkton High School, Elkton, Maryland; Academic in 1947.
   B. College--St. Mary's Junior College, St. Mary's City, Maryland; A.A. in 1949. University of Delaware; B.A. in History in 1966.
   C. Post graduate--University of Delaware; M.Ed. in Secondary Reading in 1971.

II. Teaching Experience
   A. Elkton Junior High School, Elkton, Maryland
      1 year
      6th grade teacher
   B. Cherry Hill Middle School, Elkton, Maryland
      2 years
      8th grade Language Arts-Social Studies teacher
   C. Cherry Hill Middle School, Elkton, Maryland
      1 year
      6th grade Language Arts-Social Studies teacher

III. ABE Experience
A. None

IV. Present Position
A. 8th grade Language Arts-Social Studies teacher
B. Plans to become associated with the ABE program in Cecil County, Maryland in fall of 1971.

James A. Evans

I. Educational Background
A. Secondary--Germantown High School, Philadelphia, Pennsylvania in 1953
B. College--Central State University, Wilberforce, Ohio; B.S. in Geography, History, and Political Science

II. Teaching Experience
A. Central State University, Wilberforce, Ohio
18 months
Freshman Geography
B. Claymont School District, Delaware
8 years
7th grade English, 9th grade Civics, 10th grade World History, 12th grade Sociology and 8th grade U.S. History

III. ABE Experience
A. Director of Claymont School District's ABE program
B. Wrote federal proposal for above

IV. Present Position
A. 8th grade Social Studies teacher
B. Department head of Social Studies-Language Arts-Reading
C. Director of Adult Evening School and ABE programs
D. Director of Summer School program
E. Member of English Advisors Committee for Delaware

Nettye H. Evans

I. Educational Background
A. Secondary--Norwalk High School, Norwalk, Connecticut
B. College--Savannah State College, Savannah, Georgia. Atlanta University, Atlanta, Georgia. Temple University, Philadelphia, Pennsylvania. University of Delaware.

II. Teaching Experience
   A. Valdosta High School, Valdosta, Georgia
   B. Tilden Junior High School, Philadelphia, Pennsylvania
   C. Willliam L. Sayre Junior High, Philadelphia, Pennsylvania
   D. Dover Air Force Base High, Dover, Delaware

III. ABE Experience
   A. None

IV. Present Position
   A. English teacher at Dover Air Force Base High, Dover, Delaware

James F. Forrest

I. Educational Background
   A. Secondary--Salesianum High School, Philadelphia, Pennsylvania in 1946
   B. College--LaSalle College, Philadelphia, Pennsylvania; B.A. in 1953.
   C. Post graduate--University of Delaware; M.Ed. in 1970.

II. Teaching Experience
   A. George Read Junior School
      1 year
   B. William Penn High School, Wilmington, Delaware
      4 years
      English and German

III. ABE Experience
   A. Delaware State Hospital
      5 years
   B. Farnhurst, Delaware

IV. Present Position
   A. 11th grade English and first and second year German at William Penn High School

Nelson R. Glatfelter

I. Educational Background
   A. College--Millersville State College; B.S.
   B. Post graduate--Millersville State College; M.E. Boston University; some completed.

II. Teaching Experience
   A. 2 years
      Grade 6
   B. 2 years
      Reading and English, Junior High
   C. 6 years
      Reading Specialist

III. ABE Experience
   A. 1 year
      Taught Spanish Americans English
   B. 2 years
      Taught adults from 3rd grade to GED level

IV. Present Position
   A. Conestoga Valley Schools
      Reading Specialist, K-12
   B. Lancaster County Schools
      Adult Basic Education teacher
   C. Harrisburg State Hospital
      ABE Reading consultant

David P. Helmers

I. Educational Background
   A. College--Augustana College, Sioux Falls, South Dakota;
      B.A. in Elementary Education of the Deaf in 1965
   B. Post graduate--Smith College in collaborations with
      Clarke School for the Deaf; Master of Education of the
      Deaf in 1970.

II. Teaching Experience
   A. Private school in Iowa
      1 year
   B. Anoka, Minnesota
      2 years
      Helping to set up and get into operation a new program of
      integrated education of hearing impaired with public school
      system.
   C. Clarke School for the Deaf
      2 years

III. ABE Experience
   A. None

IV. Present Position
A. Delaware State School for the Deaf
B. Newark, Delaware
teacher of young adults on a academic-prevocational program

Opie C. Henson

I. Educational Background
A. Secondary--Hurricane High School, Hurricane, West Virginia
B. College--Marshall University; A.B. in Business Principles and English
C. Post graduate--Marshall University; some work completed in business education

II. Teaching Experience
A. Hurricane, West Virginia public schools
9 years
Junior High School
B. Hurricane, West Virginia public schools
8 years
High School

III. ABE Experience
A. 1 year
Teaching office practice, bookkeeping and office machines

IV. Present Position
A. Hurricane High School
B. ABE at night

Kathleen Lenfestey

I. Educational Background
A. College--Mary Baldwin College and Virginia Commonwealth University; B.S. in Elementary Education in 1968.

II. Teaching Experience
A. Felton, Delaware
18 months
6th grade

III. ABE Experience
A. None

IV. Present Position
A. ABE program at Learning Lab Center in Dover, Delaware

Eugene L. Madeira

I. Educational Background
A. Secondary--Elizabethtown High School in 1945
B. College--Columbia Bible College, South Carolina; B.A. in 1950
C. Post graduate--New York Theological Seminary; S.T.B. in 1954. Elizabethtown College; B.A. in Social Studies, English and Spanish in 1955. Escuela de Vugua Espanola; diploma in 1957. Glassboro State College, New Jersey; M.A. in 1970.

II. Teaching Experience
A. Colombia, South America
4 years
Psychology, history, education

III. ABE Experience
A. Vineland Public Schools
1 year
Counselor for bi-lingual Migrant Opportunity Program
B. Camden ABE Center, New Jersey
1 year
C. Director of ABE in Lancaster City Schools
2 years

IV. Present Position
A. Director of ABE Program in Lancaster City Schools

Karen Mellish

I. Educational Experience
A. College--Geneva College, Beaver Falls, Pennsylvania; B.S. in Elementary Education in 1970

II. Teaching Experience
A. West Dover Elementary, Dover, Delaware
1 year
3rd grade

III. ABE Experience
  A. Smyrna, Delaware
     6 months
     Aide two nights a week

IV. Present Position
  A. West Dover Elementary, 3rd grade teacher

Peter N. Miller

I. Educational Background
  A. Secondary--Chester High School, Chester, Pennsylvania
  B. College--State Teachers College, West Chester, Pennsylvania; B.S.
  C. Post graduate--University of Delaware; M.Ed. plus 30 hours

II. Teaching Experience
  A. Aston Township Schools, Pennsylvania
     3 years
     English and reading
  B. Lower Merion Township Schools, Pennsylvania
     3 years
     English and social studies
  C. Pulaski Junior High School, Chester, Pennsylvania
     2 years
     English
  D. P.S. DuPont High School
     3 years
     English
  E. Wilmington Public Schools
     5 years
     Supervisor of English-Reading
  F. Wilmington Public Schools
     3 summers
     Supervisor of Reading Program, Title I

III. ABE Experience
  A. Chester, Pennsylvania
     3 years
     Evening school, English

IV. Present Position
  A. Supervisor of English-Reading in Wilmington Public Schools

Carol E. Moore

I. Educational Background
   A. Secondary--St. Elizabeth's High School, Wilmington, De.

II. Teaching Experience
   A. None

III. ABE Experience
   A. Claymont High School, Claymont, Delaware
      6 months
      teacher's aide

IV. Present Position
   A. Same as above

Dora G. Moore

I. Educational Background
   A. Secondary--Southern University
   B. College--Alcorn College, B.S.
   C. Post graduate--South Carolina State College, M.S.
      University of Maryland, 48 hours completed.

II. Teaching Experience
   A. Bates Vocational School, Peoria, Mississippi
      2 years
      1st and 3rd grades
   B. Phenix City Elementary, Phenix City, Alabama
      2 years
      Intermediate grades, English and Social Studies
   C. Fifth Avenue School, Columbus, Georgia
      1 year
      Homemaking to young adults
   D. Cloflin Elementary School
      2 years
      1st and 5th grades
   E. Veterans Training Program, Savannah, Georgia
      2 years
      Basic education to returning veterans
   F. Nursery School, Frederick Douglas Apartments, Peoria, Mississippi
      1 year
      Supervisor

G. Maryville High School, Charleston, South Carolina
1 year
Home Economics and Junior High Science

III. ABE Experience
A. ABE Arlington County, Arlington, Virginia
2 years
B. Veterans Training Program, Savannah, Georgia
2 years

IV. Present Position
A. Montgomery County, Rockville, Maryland
8th year
Special Education teacher
B. ABE Arlington County, Arlington, Virginia

Sharon S. Moore

I. Educational Background
A. Secondary--Poca High School, Poca, West Virginia; G.E.D. in 1970

II. Teaching Experience
A. None

III. ABE Experience
A. Poca, West Virginia
Teacher's aide in January 1971

IV. Present Position
A. Poca, West Virginia
Teacher's aide for students working towards G.E.D.

Susan E. Quillin

I. Educational Background
A. College--West Chester State College, West Chester, Pennsylvania; B.S. in Health and Physical Education.

II. Teaching Experience
A. YWCA
Assistant Director of Health and Physical Education
B. Physical Education teacher
grades 5-12

III. ABE Experience
A. None

IV. Present Position
A. George Read Middle School, New Castle, Delaware
Physical Education teacher, grades 5-8
B. ABE teacher's aide in September 1971
Delaware State Hospital

Gregory Roane

I. Educational Background
A. Secondary--Delcastle Technical High School, Wilmington, Delaware
B. College--University of Delaware, freshman

II. Teaching Experience
A. None

III. ABE Experience
A. Delcastle Technical High School
6 months
Assistant teacher

IV. Present Position
A. Same as above

Cora N. Selby

I. Educational Background
A. College--Delaware State College; B.S.
B. Post graduate--Temple University, Philadelphia, Pennsylvania. Morgan State College, Baltimore, Maryland. University of Delaware; M. Ed. in 1959, some additional work also completed.

II. Teaching Experience
A. 22 years
one room rural school
B. 1 year
Reading teacher, grades 1-6
C. 1 year
Primary specials
D. 3 years
Second grade teacher

E. 2 years
Faculty Advisor to the Headstart Follow Through Program
F. 1 year
1st grade teacher

III. ABE Experience
A. 2 years, 100 hours each

IV. Present Position
A. Faculty Advisor of Headstart Follow Through Program, in charge of Resource Center and ABE evening class teacher

Laura J. Smyth

I. Educational Background
A. College--Elmira College, Elmira, New York; B.A.
B. Post graduate--American University, Washington, D.C.; M.A.

II. Teaching Experience
A. San Juan, Puerto Rico
2 years
English as a Second Language, 7th and 8th grades
B. Instituto Americano
2 years
English as Second Language, 10-12th grades
C. Cuttington College, Liberia, Africa
1 year
English Composition and English literature, College level
D. American University, Washington, D.C.
2 years
Remedial English

III. ABE Experience
A. Arlington Adult Education, Arlington, Virginia
1 year
11th and 12th grade
B. Arlington Aducation Center, Arlington, Virginia
1½ years
English as a Second Language, Team-teaching at English Resource Center, Counselor at English to Foreign Speaking Program, English to Foreign, high school level, History and Appreciation of the Drama, college level.

IV. Present Position
A. See III.B.

Arabella H. Stallings

I. Educational Background
   A. Secondary--Armstrong High School, Fayetteville, North Carolina
   B. College--Bennett College, Greensboro, North Carolina
   C. Post graduate--Atlanta University, Atlanta, Georgia. Duke University, Durham, North Carolina. North Carolina College, Durham, North Carolina

II. Teaching Experience
   A. Shepard High School, Zebulon, North Carolina
      17 years
   B. P.S. DuPont High School, Wilmington, Delaware
      3 years

III. ABE Experience
   A. Delaware Opportunities Industrial Center, Wilmington, Delaware

IV. Present Position
   A. P.S. DuPont High School, Wilmington, Delaware
      Instructor of English

Lola R. Swiggett

I. Educational Background
   A. College--2½ years completed

II. Teaching Experience
   A. Substitute teaching
      2 years
   B. South Elementary
      Teacher's aide

III. ABE Experience
   A. Teacher's aide, Smyrna, Delaware

IV. Present Position
   A. Smyrna, Delaware, ABE Center
      Teacher's aide in a special class of lower achievement in Reading, 5th grade level

Laurence C. Wright

I. Educational Background
   A. Secondary--Woodrow Wilson, Washington, D.C.
   B. College--Mars Hill Junior College, North Carolina. Wesley Junior College, Delaware. University of Richmond, Virginia. Penn State University, Pennsylvania.
   C. Post graduate--University of Delaware

II. Teaching Experience
   A. A. I. DuPont School District, Wilmington, Delaware junior high English

III. ABE Experience
   A. None

IV. Present Position
   A. Hanby Junior High School, Wilmington, Delaware 9th grade English teacher and English Department Chairman